



2017-2018

Stevenson University Catalog

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Stevenson University

Notice of Nondiscriminatory Policy

NOTICE OF NONDISCRIMINATORY POLICY

Stevenson University admits students of any race, color, sex, religion, and national or ethnic origin to all of the rights, privileges, programs, benefits, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, sex, religion, disability, and national or ethnic origin in the administration of its education policies, admission policies, scholarship and loan programs, and other university-administered programs. The University is committed to providing all students with an educational environment free of bias, discrimination, intimidation, or harassment. In this regard, Stevenson University complies with all relevant federal, state, and local laws. The University also complies with all applicable laws and federal regulations regarding prohibition of discrimination and accessibility on the basis of age, disability, veteran status, or otherwise.

CATALOG DISCLAIMER

Stevenson University reserves the right to add, revise, or drop programs and courses; to implement new policies and procedures; and to change published calendars as it deems necessary. The information contained in this catalog is accurate as of the date of publication; however, Stevenson University reserves the right to add, revise, or modify its contents when necessary. Such changes, which will appear in the online catalog, will be applicable to all students who are enrolled at the time the changes occur. The online version of the Stevenson catalog is the governing version, and students should refer to the SU website for the most up-to-date information.

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Academic Calendar

Academic Calendar: Fall 2017 to Summer 2018

Online and Hybrid Undergraduate and Graduate Programs

Fall Semester 2017

Aug. 28	Fall 2017 semester begins (17FSEM)
Aug. 28 - Oct. 22	8 week 1 (17F8W1)
Sept. 4	Labor Day - University closed
Sept. 30	Yom Kipper - University closed
Oct. 2 - Nov. 5	5 week 2 (17F5W2)
Oct. 23 - Dec. 17	8 week 2 (17F8W2)
Nov. 22 - 26	Thanksgiving holiday - University closed
Dec. 17	Fall 2017 semester ends (17FSEM)
Dec. 18	Winter Commencement
Dec. 24 - 25	Christmas holiday - University closed
Dec. 31 - Jan. 1	New Year's holiday - University closed

Winterim 2018

Jan. 2	Winterim begins
Jan. 15	Martin Luther King, Jr. Day - University closed
Jan. 21	Winterim ends

Spring Semester 2018

Jan. 22	Spring 2018 semester begins (18SSEM)
Jan. 22- March 18	8 week 1 (18S8W1)
March 5 - April 4	5 week 2 (18S5W2)
March 19 - May 13	8 Week 2 (18S8W2)
March 30 - April 1	Easter holiday - University closed
May 13	Spring 2018 semester ends (18SSEM)
May 14	Baccalaureate
May 15	Traditional Nurses' Pinning
May 16	Stevenson University Online Commencement
May 17	Traditional Undergraduate Commencement

May 28

Memorial Day - University closed

Summer Semester 2018

Summer sessions will be held between May and August. Multiple sessions are available. Please consult the Summer Schedule of Classes for details on the sessions and classes available or contact the Registrar's Office at 443-334-2206.

Note: Academic calendar information for students enrolled in traditional undergraduate courses can be found in the traditional undergraduate catalog.

Academic Calendar: Fall 2018 to Summer 2019

Online and Hybrid Undergraduate and Graduate Programs

Fall Semester 2018

Aug. 27	Fall 2018 semester begins (18FSEM)
Aug. 27 - Oct. 21	8 week 1 (18F8W1)
Sept. 3	Labor Day - University closed
Sept. 19	Yom Kipper - University closed
Oct. 22 - Dec. 16	8 week 2 (18F8W2)
Nov. 21 - 25	Thanksgiving holiday - University closed
Dec. 16	Fall 2018 semester ends (18FSEM)
Dec. 24 - 25	Christmas holiday - University closed
Dec. 31 - Jan. 1	New Year's holiday - University closed

Winterim 2019

Jan. 7	Winterim begins
Jan. 21	Martin Luther King, Jr. Day - University closed
Jan. 27	Winterim ends

Spring Semester 2019

Jan. 28	Spring 2019 semester begins (19SSEM)
Jan. 28 - March 24	8 week 1 (19S8W1)
March 25 - May 19	8 week 2 (19S8W2)
April 19 - April 21	Easter holiday - University closed
May 19	Spring 2019 semester ends (19SSEM)
May 20	Baccalaureate
May 21	Traditional Nurses' Pinning
May 22	Stevenson University Online Commencement

May 23

Traditional Undergraduate Commencement

May 27

Memorial Day - University closed

Summer Semester 2019

Summer sessions will be held between May and August. Multiple sessions are available. Please consult the Summer Schedule of Classes for details on the sessions and classes available or contact the Registrar's Office at 443-334-2206.

Note: Academic calendar information for students enrolled in traditional undergraduate courses can be found in the traditional undergraduate catalog.

President's Letter

Dear Students,

Welcome to the new academic year. I am excited to join the Stevenson community as we celebrate 70 years of providing students with a career-focused education taught by faculty with extensive, real-world experience.

Stevenson is more than a university. It is a close-knit community that supports your growth and helps you realize your aspirations. As a Stevenson University Online student, your education is designed for your unique needs. Our faculty and staff understand that you must balance work, school, and your many responsibilities as you advance professionally and personally.

Our programs are flexible and, while you may not join us on campus every day, you are a valued member of our community. In addition to our core academic program, we provide extensive academic support and career services. I encourage you to use these services to make the most of your experience at Stevenson. Whether you are pursuing a new career or advancing your current one, we look forward to working with you to achieve your goals.

Please use the *2017/2018 Stevenson University Online Catalog* as a detailed overview of our curriculum, services, and policies. This catalog will help you work with your advisor and professors to develop a successful plan for your education.

This is your university, and you are part of a community that cares about your success. Together, we will help you take the next steps in your life and career!

With best wishes for the academic year,

Elliot Hirshman, Ph.D.
President



The Stevenson Approach

A Stevenson Education

Imagine Your Future. Design Your Career.®

Students at Stevenson University (SU) do not simply come to campus and attend classes. The hallmark of a Stevenson education takes students outside of stereotypical academic situations to allow them to learn about themselves and how their actions affect others. Visitors to the campus witness this sense of community in the classroom, at varied cultural events, or within the simple social settings of university life. Away from the physical campus, employers see the difference when they hire Stevenson graduates, and area organizations reap the benefits when students share their talents as volunteers. Stevenson University promotes living and learning by combining challenging academic courses with an invitation to explore the world outside the classroom.

Throughout their university careers, Stevenson students take part in an introspective process called Career Architecture SM. This award-winning approach seeks to align personal values with professional ambitions. Students then have the opportunity to apply their newfound knowledge to work situations through a number of internships with local companies. Finally, service projects allow students to give back to the community, and study abroad programs take Stevenson ideals into the larger world.

Stevenson University combines a traditional liberal arts education with a career focus in an environment supporting a variety of student services and extracurricular opportunities. By providing motivated students with personal attention and opportunities to take on leadership roles in a variety of activities, the University strives to create lifelong learners. Students have opportunities to learn in the classroom and laboratory, on the stage, and in the community. By learning beyond the classroom, Stevenson University students transform the people they meet and the places they visit.

Academic Coursework

One of the strengths of Stevenson University is its ability to offer rigorous courses that provide students a strong foundation in the liberal arts and sciences, plus skills and knowledge in their major fields, in a mentoring environment of small classes and personal attention by faculty. All students must complete courses in a core curriculum that develop skills in writing, communication, and math and provide a basic understanding of the key disciplines in the liberal arts and sciences. Courses in the major provide opportunities to acquire proficiency in a specific discipline that will prepare students for employment in their chosen field of study or for graduate school.

Most undergraduate degrees offered through SUO can be completed within 18-24 months depending on the number of credits a student has completed before entering the

program. Undergraduate degree program courses may be scheduled in a mixed of 5, 8, or 16 week hybrid or online format. Hybrid courses generally meet once weekly in the evenings; many classes are conducted entirely online. Classwork incorporates hands-on projects, practical knowledge that is applicable to everyday work challenges, and group interactions with fellow students. Students are expected to complete many of their assignments and coursework outside of class, using Blackboard, e-mail, and other means.

The university's graduate degrees can be completed in as few as 18-24 months. Most courses in the graduate programs are offered in 8 week sessions, with some courses offered in a 7, 10, or 16 week format.

The Career Architecture Process

As a result of Stevenson's formal strategic planning process, the president, administration, and faculty of Stevenson developed and introduced the concept of Career Architecture SM to the campus.

Career Architecture SM helps prepare students for the world of work from the beginning of their academic journey at Stevenson. Whether students are deciding upon or anticipating a specific major, Stevenson University offers a distinctive approach to explore new paths, change destinations, and map their own vision for the future. With the support of our career experts and committed faculty, the process of Career Architecture SM helps students develop a personalized strategic plan based on motivated strengths, interests, values, and individual goals.

At SU, we strive to inspire our students through exposure to a wealth of experiences, professionals, and real-world scenarios. This invaluable framework, plus timely tools and coaching, empowers Stevenson students to imagine their future and design their careers with a competitive advantage achieved by graduation. The process is a personal exploration for students to help them design their career paths beyond their first job. Through theory, practice, and mentoring, students acquire a strategy for lifelong career management and learning that contributes to future success.

Career Architecture SM comprises three elements that are introduced at various stages during our students' university years:

- **Personal direction.** We inspire our students to dream about their future and create their own journey through reflective pieces and exercises introduced to all students beginning in freshman year. This guidance is designed to help them explore individual skills, values, and interests. One-on-one advising and career counseling assist them in developing a strategic career plan. The goal is to establish a strong foundation of increased self-awareness that leads to the creation of a personal plan for life and work.
- **Discipline expertise.** Students build the expertise and relationships that they will need to compete and stay connected in their field. Basic career skills are learned through curricula, in-class seminars, and a wide range of university experiences and activities. Students further

develop expertise through internships, service learning, leadership roles, engagement in student organizations and clubs, capstone courses, and research. The goal is to develop these skills and know how to apply them to succeed in school, work, and life.

- **Professional know-how.** Stevenson imparts the skills and tools students will need to navigate professional challenges and opportunities. This is accomplished through career and exploration events and activities, including symposia, career fairs, exploration tours, shadow days, and informational interviews. Students also engage in career strategic plan development, resume and interview preparation, video mock interviews, portfolio preparation, participation in on-campus recruiting sessions, networking support, and job search coaching. The goal is to introduce methods for each student to discover which career options are the best fit and to introduce methods and opportunities for professional career management and work after graduation.

Stevenson's faculty, the Career Services staff, and administrators all work with members of area businesses and organizations to identify career exploration and preparation opportunities for Stevenson students from the day they arrive on campus. Some of the activities available to students include distinct freshmen seminars, targeted career symposia and seminars, career fairs and networking events, in-class seminars, on-campus interviews, employer information sessions, networking, and etiquette dinners.

Applied and Experiential Learning

College is a time for students to explore, discover, and develop life-long values, interests, and abilities. The classroom experience begins by laying the framework of knowledge and skills. Experiential learning opportunities carry students one step further by encouraging them to apply academic learning beyond the campus and bring their experience back to the classroom.

Experiential learning involves a process of learning, doing, and reflecting and provides Stevenson students with the opportunity to acquire first-hand experience. Experiential learning empowers students to connect ideas and experiences from a variety of contexts, synthesizing and transferring what they have learned in the classroom to situations beyond the classroom. Stevenson offers students a variety of experiential learning opportunities, including internships, practicums, clinicals, undergraduate research, service-learning, and study abroad. Career Services also advertises numerous non-credit internships in all disciplines through the online recruiting system, Handshake. Stevenson enthusiastically supports this dynamic educational philosophy.

Stevenson Ideals

Motto: "Pro Discendo, Pro Vivendo" (For Learning, For Living)

Mission, Vision, and Values

Mission

The University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets

students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Vision

The University will become a national leader in collaborative career-focused liberal arts education and will equip its graduates to visualize and achieve excellence in a dynamic global community.

Values

The core values of the University provide a foundation for faculty, staff, and students to fulfill the mission and achieve the vision of the institution. The values are focused on community, learning, integrity, and excellence.

- **Promoting a sense of community**, the University embraces the common bonds and obligations within and beyond the campus while respecting individual and cultural differences.
- **Fostering learning**, the University promotes the pursuit of theoretical and practical knowledge while encouraging a life well-lived - a lifelong philosophy of informed, critical thinking to meet evolving challenges and opportunities.
- **Instilling integrity**, the University requires acting with dignity and honesty while adhering consistently to the University's ethical codes.
- **Achieving excellence**, the University lauds superior performance while recognizing the importance of persistence toward goals.

Diversity Statement

The University commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.

Strategies

Academic Affairs

The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation and by establishing a solid liberal arts foundation.

University

Stevenson is an innovative institution of higher education that will fulfill its mission, advance its vision, and integrate its values with engaged support of its faculty, students, staff, and others.

Student Life

The University will engage its community in creative, intellectual, social, and athletic experiences, and it will foster a campus climate characterized by intellectual rigor, wellness, diversity, civility, and environmental consciousness, as well as self-awareness and national and global

awareness.

Financial Resources

The University will enhance its financial resources by increasing revenues, aligning costs with strategic initiatives, identifying additional opportunities, and responding effectively to any associated challenges.

History of Stevenson University

Founding of Villa Julie College

Villa Julie was founded by the Sisters of Notre Dame de Namur at "Seven Oaks," the 80-acre former estate of the George Carrell Jenkins family in Greenspring Valley, Baltimore County. The School opened on October 1, 1947, which is now recognized as Founders Day. Official approval as a two-year college was granted by the Maryland State Department of Education in 1954, and a new classroom facility, Founders Hall, was opened. The School was incorporated in 1958 in the State of Maryland.

The Middle States Association of Colleges and Schools awarded Villa Julie regional accreditation in 1962. In 1967, the College became an independent institution with control vested in a newly formed Board of Trustees comprised of business, civic, and professional leaders. By the late 1960s, enrollment had increased to full capacity. In 1970–71, the College erected a multi-million dollar complex, consisting of a Library/Learning Resources Center and Administrative Wing, Art Center, and Student Center. Evening and summer sessions were inaugurated, and the number of degree programs increased. In 1972, the College became coeducational. Accreditation was reaffirmed by the Middle States Association of Colleges and Schools in 1972 and again in 1982.

Baccalaureate Degrees Granted for the First Time

In **1983**, the College became the first in the region to install a campus-wide computer network. In **1984**, Villa Julie became a four-year college offering the bachelor's degree in computer information systems. In **1985**, the bachelor's degree in paralegal studies was added. The College continued to offer its two-year programs leading to the associate in arts degree in these and in all other majors.

In **1985–86**, the College again responded to continually increasing student interest by constructing a new three-story classroom/laboratory building. Along with the growth of the student body and faculty through the years and the enlargement of the physical plant, the academic offerings of the College were augmented steadily to include new majors and programs. The arts and sciences continued to form the core of all curricula, as they do today. The additional major programs provided a wider choice of professional career possibilities and at the same time supported the changing requirements of the business and professional communities in the region. The concept of career education combined with the liberal arts became a hallmark of the College's philosophy, *Pro Discendo, Pro Vivendo: For Learning, For Living*.

In **1988**, the Middle States Association again reaffirmed the College's accreditation, this time as a four-year college offering bachelor's and associate's degrees. New baccalaureate programs were added: liberal arts and technology, and business systems: administrative science, computer accounting, computer information systems, and business information systems.

For the convenience of the growing number of adults interested in completing their degrees, the College added

Saturday classes to its day and evening programs. Today, a number of undergraduate degree programs may be completed either entirely or substantially during evenings and weekends, some in an accelerated, online format.

Changes Through the 1990s

In the early **1990s**, the College designed and installed a sophisticated electronic networking system which enabled students and faculty to access information from any building on campus. Students and faculty with personal computers had dial-in access from their homes to all the computerized information on campus. In **1994**, access to the Internet became available on the College network.

In **1991**, a cooperative education program was initiated for junior and senior students, making it possible for them to experience first-hand a working environment directly related to their fields of study. Off-campus housing for students in garden-type apartments was opened a short distance from the College in **1993**. The cooperative education program was also expanded and opened to all students in the baccalaureate programs. The College was awarded membership in NCAA Division III in **1994**. In **1995**, the College began the first phase of the construction of an Academic Center, Inscape Theatre, Student Union with gymnasium, and Science Center based on the College's campus master plan of the early '90s.

In **1996**, the Maryland State Department of Education granted approval for programs for the preparation of elementary and early childhood teachers. This was the first Maryland education program that fulfilled the then new state (MSDE) requirements for teacher education. The College received the endorsement of the Maryland Higher Education Commission (MHEC) for a Master of Science in Advanced Information Technology in **1996**.

In **1997**, the College celebrated its 50th anniversary. The Academic Center, Inscape Theatre, and Art Gallery opened in August, and in November, the Student Union (including a gymnasium) opened. MHEC endorsed five new bachelor's degree programs in biology, chemistry, English language and literature, interdisciplinary studies, and psychology.

In **1998**, more than 1,000 people attended the dedication of the new buildings, including the renovated Science Center. A new bachelor's degree program in visual communication design was also endorsed by MHEC.

In **1999**, President Carolyn Manuszak and Dean Rose Dawson retired with a combined 65 years of service to Villa Julie College. MHEC approved two new bachelor's degree programs in early childhood leadership and biotechnology.

New President Inaugurated

The new decade brought the inauguration of Villa Julie's fourth President, Kevin J. Manning, Ph.D. The College began offering an accelerated BS/MS degree in advanced information technology, enabling students to earn both a bachelor's and a master's degree in five years. MHEC endorsed two new degree programs for the College: business communication and family studies (now human services). Villa Julie College and the Union Memorial Hospital announced a four-year nursing education agreement. In **2001**, new master's degrees programs in business technology management and e-commerce were approved by MHEC.

In **2002**, the School of Graduate and Professional Studies was created to accommodate the needs of adult learners. Through this School, adult students could enroll in master's degree programs, evening/weekend bachelor's degree programs, or accelerated bachelor's degree programs. This same year, *Career Architecture*SM was introduced. *Career*

*Architecture*SM is a unique program for personal and professional development that helps each student to identify her or his values, skills, interests, strengths, and abilities. In September **2003**, the College was proud to be recognized locally by *The Daily Record*, a statewide business publication, as one of the winners of Maryland's *Innovators of the Year Award for the Career Architecture*SM concept.

Villa Julie Expands to Owings Mills Campus

In June **2003**, the College broke ground on its first campus-owned student housing complex in nearby Owings Mills. Apartment-style housing for 550 students and a community center opened in **2004**. The College also leased classroom space on the same piece of land, allowing students to live and attend classes at the same location for the first time in Villa Julie history.

At the same time the College celebrated the grand opening of the housing complex in August **2004**, ground was broken for the next phase of housing, which led to three suite-style buildings opening over the next two years. Those moves, along with the purchase of the former Baltimore Ravens training facility and the office building where the College leased classroom and office space, gave Villa Julie more than 80 acres of land at the Owings Mills campus.

In August **2006**, the ninth residence hall opened at Owings Mills, and the resident population topped 1,000 students. The Rockland Center opened in October **2006** to provide a spacious student dining center, offices for Student Affairs, and a banquet hall for functions organized by on- and off-campus groups. In May **2007**, the College broke ground on the next new building for Owings Mills, a 60,000-square-foot academic building to house the newly formed Brown School of Business and Leadership and other programs. The building was completed in fall **2008** and features a state-of-the-art mock trial courtroom. The University celebrated the opening of the new Brown School of Business and Leadership in April **2009** with a visit from entrepreneur and publisher, Steve Forbes. Additional expansion of the Owings Mills campus included the University's eleventh student residence hall, Wooded Way, which opened in fall **2009** and houses specialized student learning communities as well as the Office of Career Services and Learning Beyond Center.

Villa Julie celebrated this growth throughout the **2007-08** academic year as part of its 60th anniversary celebration. The College inaugurated a new tradition on October 1, **2007**, by celebrating Founders Day to commemorate the day the College first opened. The anniversary celebration also included the announcement of a \$20 million fundraising campaign to support a variety of initiatives across both campuses. The College received reaccreditation from Middle States Association of Colleges and Schools in **2008**.

Academic Programs Continue to Grow

The development of the Brown School of Business and Leadership, which brings together faculty from information systems, legal studies, and business, provided the University with the chance to develop an entrepreneurial environment for faculty and students. This growth is the most recent step in the expansion of academic offerings at Stevenson. A bachelor's degree in medical technology was added during the **2005-06** academic year to replace the two-year medical laboratory technology program. A bachelor's degree in public history was also added. Stevenson was pleased to announce a new bachelor's degree in criminal justice in

August **2009**. This degree was offered online for students in the School of Graduate and Professional Studies and for traditional students.

In recent years, the nursing department has received significant federal support. In December **2004**, Sen. Barbara Mikulski visited the college to announce nearly \$250,000 in federal funds to support distance-learning efforts utilizing the Verizon Center for Excellence in Teaching and Learning. In **2006**, the College received the largest grant in its history—just over \$1,000,000 to expand the nursing program. Also in **2006**, the nursing department graduated the first students from the distance-learning program as students from the Eastern Shore received their bachelor's degrees as part of a partnership with Chesapeake College. The department has partnerships with eight community colleges to bring bachelor's degree classes to students enrolled in those schools. In August **2006**, the College began offering its successful Master of Science in Forensic Studies degree online to professionals across the country. The program, launched in **2004**, now trains forensic investigators in six tracks—accounting, criminalistics, computer forensics, interdisciplinary, investigation, and law. The first graduates of the program received their diplomas in May **2006**.

Villa Julie took a leadership role in educating Maryland's future teachers in March **2008** when it announced the creation of the state's first teacher preparation program for middle school educators.

Athletic Teams Achieve Success

On the athletic field, the College joined its first athletic conference, the North Eastern Athletic Conference, in **2004**. A year later, Villa Julie accepted an invitation into the Capital Athletic Conference. Stevenson's men's and women's teams competed for conference titles in this traditionally strong conference that includes institutions from Maryland, Virginia, Delaware, and Pennsylvania. Several Stevenson teams have competed in the NCAA Championships. In **2009, 2010, 2011, and 2012** the men's lacrosse team made it to the Division III semifinals. In **2013**, the team won the NCAA National Championship game, beating the Rochester Institute of Technology's Tigers at Philadelphia's Lincoln Financial Field on May 26.

Many of Stevenson's teams play and practice at the Caves Sports and Wellness Center, the new name for the facility formerly used by the Baltimore Ravens. The complex officially opened in the summer of **2006** after extensive renovations to accommodate the new Wellness Center and Mustang athletics.

Stevenson's football team, created in **2010**, enjoyed its most successful seasons to date in **2014 and 2015**, culminating its first two winning seasons with victories in postseason bowl games.

After adding women's ice hockey, beach volleyball, and men's ice hockey in the last several years, Stevenson now offers a total of 27 men's and women's varsity athletic teams.

University Status and Name Change

In **2004**, the Board of Trustees began discussing the possibility of transitioning to university status because of the growth in student population and the addition of a second campus. A year later, the Board authorized the administration to study the feasibility of becoming a university and to assess whether to simultaneously change the name of the institution. Significant research followed to assess public perception of the name Villa Julie. The Board approved university status in November **2006** and later

established a committee to oversee a study of name options for the institution. The entire College community had a hand in selecting the name as an online bulletin board provided a forum for suggestions. More than 80 name ideas came from that resource. Historical and legal research and surveys shortened that list to seven potential names in late **2007**.

The College then started a long phase of quantitative and qualitative research to determine the best name from that group. Alumni, current students, and potential students and their families were among the groups surveyed for their opinion on the new name. On June 11, **2008**, the Board voted unanimously to change the name of the institution, and the name Stevenson University was unveiled to a packed room the next morning. The Board had earlier voted to keep the Villa Julie name alive by creating the Villa Julie College of Arts and Sciences as part of Stevenson University.

Stevenson University

In March **2009**, President Manning approved the *University Restructuring Plan* adopted by the Faculty Council. The plan created four schools within the Villa Julie College of Arts and Sciences: the School of Humanities and Social Sciences; the School of Design; the School of Education; and the School of the Sciences. The Brown School of Business and Leadership and the School of Graduate and Professional Studies remain as originally configured.

Exciting developments for Stevenson were in the works during the summer and fall of **2009**. In June, the University announced the addition of football to its roster of 19 Division III men's and women's sports. In August, Stevenson was ranked as one of just 77 "Top Up-and-Coming Schools" nationally by *U.S. News & World Report*. The University closed the year with the completion of its historic five-year fundraising campaign—the largest in the 63-year history of the institution. *Inspiring Students, Building Careers: The Campaign for Stevenson University* raised more than \$20.4 million in support of the Brown School of Business and Leadership, scholarship endowments, and special programs.

The start of **2010** saw the opening of the new entrance to the Owings Mills campus and the introduction of a new bachelor's program in fashion merchandising and a master's in nursing education and leadership. In addition, Stevenson was named to the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to volunteering, service learning, and civic engagement. In June **2010**, the University also received a \$100,000 Wal-Mart Foundation College Success grant to assist first generation college students with the transition to university life. In August, a new, updated Mustang logo was unveiled for Stevenson athletics.

In fall **2010**, Stevenson welcomed the largest freshman class in its history and opened a labyrinth and meditation center on its Greenspring campus. A new 35,000-square-foot gymnasium opened to complement the Owings Mills campus sports complex. Also in fall **2010**, the football team held its first developmental practice season in preparation for fall **2011** intercollegiate competition. The University also announced that it was adding women's ice hockey to its selection of athletics programs and reinstating its track and field program for men and women.

In February **2011**, President Manning was appointed to the Board of Directors of the National Association of Independent Colleges and Universities and in March was named an "Influential Marylander" for **2011** by *The Maryland Daily Record* newspaper. In April, the University

hired its first band director to lead its newly created marching band in preparation for the first season of football competition. In May, Stevenson's Athletic Department announced that it would be leaving the Capitol Athletic Conference (CAC) in summer **2012** to join the Middle Atlantic Conferences, of which the football program was already an affiliate member.

The summer of **2011** was a busy time of change and preparation for the University. A new Owings Mills campus store was launched in the Boulevard Business Center just across the campus entrance drive from the new gymnasium. Two new residence halls to house an additional 500 students were opened on the Owings Mills campus, and the new 3,500-seat Mustang Stadium was opened in early September with much media attention and fanfare. On September 10, the new football team, amidst festivities that included fireworks and former NFL stars, won its first home game in exciting double-overtime play against Christopher Newport University. In addition to football, the stadium hosts men's and women's soccer and lacrosse games.

Fall **2011** continued Stevenson's momentum of change and growth. Stevenson launched the SU Now Portal to link faculty, staff, and students with campus news, events, and information. The portal includes Wild Stang Radio, the campus's online digital radio station which hosts music, campus-focused news broadcasts, and student-produced programs. The University was named one of only 46 "Up-and-Comer" universities in the nation in the **2012** edition of the *U. S. News & World Report* college rankings.

Stevenson also introduced a new fashion design program in its School of Design. In November **2011**, the University concluded the purchase of the Owings Mills site of Shire Pharmaceuticals. The 28-acre site—which includes two buildings totaling 168,000 square feet and a 400-space parking lot—is now the Owings Mills North campus that houses the School of Design and will ultimately house the School of the Sciences.

In February **2012**, the School of Graduate and Professional Studies marked a major milestone in its growth, surpassing the 1,000 mark for its number of enrolled students. The school also received approval from MHEC to add two new master's programs, cyber forensics and healthcare management, both focused on areas of workforce growth. During the spring semester, the SU Now Portal focused on expanding its content by adding a new student and faculty-directed sitcom called "The University" to its featured video content. In April **2012**, the School of Humanities and Social Sciences brought the prestigious International Drama Conference to Baltimore. Also in April, the University's Archives established the Maryland Bible Society Collection at Stevenson to house and make available for scholarly research the society's historic 400-year-old first edition of the King James Bible, as well as numerous other books and documents.

August 19, **2012** saw the return of NFL football to the Owings Mills campus when Stevenson hosted at Mustang Stadium the Baltimore Ravens' third open public practice of their **2012** training camp. Nearly 3,000 fans came to the site which had served as the team's first training facility.

The fall **2012** semester began with Stevenson again recognized as one of America's "Up and Comers"—one of only 49 colleges and universities nationwide and just 19 regional universities given this designation—in *U.S. News & World Report's* **2013** college rankings. Stevenson was ranked No. 3 among the "Up-and-Comer" Regional Universities-North. In October, the University opened the seventh season of the Baltimore Speakers Series with

President Bill Clinton and a sell-out crowd at the Meyerhoff. Fall also saw the launch of the women's ice hockey team.

In November, Stevenson's annual *Career Architecture*™ LEGO Challenge for first-year students was highlighted by the unveiling of a LEGO sculpture titled "Career Architecture" by internationally-renowned brick artist Nathan Sawaya. The LEGO Challenge was also featured in a 30-minute documentary called "Brick by Brick: Stevenson University's *Career Architecture*™ LEGO Challenge." Produced by Stevenson's in-house video team, the documentary debuted to the public via WBAL TV in January **2013**.

In late November **2012**, Stevenson announced the hiring of Frederick H. Bealefeld, former Baltimore City Police Commissioner, to serve as Distinguished Professional in Criminal Justice and Instructor in Stevenson's Criminal Justice program. In December, the Greenspring Valley Orchestra, conducted by Stevenson music professor Robert Suggs, celebrated its 10th Anniversary Concert.

In March **2013**, the School of the Sciences hosted the inaugural Dell Lecture in honor of Stevenson trustee Samuel M. Dell III and his wife Geraldine. The lecture coincided with the awarding of the first Dell Scholarship for outstanding Stevenson seniors studying biology, chemistry, and mathematics. In April, the University announced the expansion of its degree offerings with the addition of Bachelor of Science programs in biochemistry and environmental science and a Master of Arts in teaching in biology, chemistry, and mathematics, a STEM-focused degree with secondary education certification. Later in April, the Maryland Career Development Association (MCDA) awarded Stevenson the MCDA Organizational Career Planning Award, recognizing the University's excellence in career development. In May **2013**, Baltimore-born actor and Hollywood director Jason Winer, best known for his work on ABC's "Modern Family" gave the keynote address at Stevenson's 60th Commencement ceremonies.

In September **2013**, Stevenson's School of Graduate and Professional Studies offered its first MOOC, a free, massive open online course focusing on a Survey of Forensics. More than 700 students registered for the course. Later in the month, Wild Stang Radio, Stevenson's digital online radio station, re-launched out of a new studio in Rockland Center.

Throughout the fall of **2013**, Stevenson celebrated "The Year of Italian Culture in the U.S." with record crowds attending a variety of arts and cultural events, including a photo exhibition by photographer Harry Connolly focusing on Baltimore's Little Italy.

Stevenson kicked off **2014** by unveiling a redesigned website featuring responsive design technology aimed at reaching prospective students on mobile devices and tablets. Later in January, Apple co-founder Steve Wozniak—in town for the Baltimore Speaker Series—addressed a packed crowd of more than 300 middle school, high school, and Stevenson students at the Greenspring Campus. To close out a busy month, Stevenson's men's lacrosse team was honored on the floor of the Maryland State House for winning the 2013 Division III National Championship.

In April **2014**, Stevenson unveiled a 12-foot-tall, bronze mustang statue, "Victory," outside of Mustang Stadium. Created by nationally renowned wildlife sculptor Bart Walter, the statue represents the strength and unity of the entire Stevenson community and the spirit that drives everything from its growth to its championship athletic teams. In May, ABC News Anchor and Chief Correspondent Byron Pitts delivered the Keynote Address at Stevenson's 61st Commencement ceremonies.

In August **2014**, Stevenson debuted its "Introduction to Career Architecture" MOOC intended for school counselors and career professionals.

Stevenson created its athletics Hall of Fame—situated in the Owings Mills Gym and admitted its first class of honorees in October 2014. In 2015, the Hall of Fame was named in honor of Dick Watts, the University's former Director of Physical Education. In November **2014**, Stevenson football capped off its first winning season by defeating Bethany College in the University's first bowl game.

In May **2015**, Baltimore Ravens Head Coach John Harbaugh delivered the keynote address at Stevenson's 62nd Commencement Ceremonies.

In June **2015**, President Manning announced the founding of the School of Health Professions, housing the Department of Nursing and the Medical Laboratory Science Program, bringing Stevenson's number of Schools to seven.

In March **2016**, President Emeritus Manning announced his plan to retire after 16 years of leading the University, and that summer the Board of Trustees began a nationwide search for his successor. In August, the University dedicated the new 200,000-square-foot academic building at Owings Mills North in his honor, calling it the Kevin J. Manning Academic Center (MAC). Stevenson also received naming gifts for two of its Schools in the MAC: the Sandra R. Berman School of Nursing and Health Professions and the Beverly K. Fine School of the Sciences.

In November **2016**, President Manning retired and the Board named Claire E. Moore, alumna and Vice President of Student Affairs, the Interim President of the University.

In January **2017**, Stevenson opened its new Center for Student Success in Garrison Hall South on the Owings Mills Campus. The center serves as a one-stop location for various student resources and academic support services, including the Office of Student Success, the John L. Stasiak Academic Link, and the Experiential Learning Center.

In March **2017**, the Board concluded its presidential search and unanimously named Elliot Hirshman, Ph.D., President of San Diego State University (SDSU), the new President of Stevenson to start in July 2017. Prior to Dr. Hirshman's appointment at SDSU, he served as Provost and Senior Vice President for Academic Affairs at the University of Maryland, Baltimore County.

In April **2017**, the University unveiled Dr. Manning's Presidential Portrait in the MAC and dedicated the Sara G. Manning Greenhouse and the new Dell Family Pathway with bridge connecting Owings Mills with Owings Mills North.

In **2017**, Stevenson celebrated the 70th anniversary of its founding as Villa Julie College in 1947. Since its beginning, the University has remained a dynamic institution focused on developing programs and extracurricular experiences that allow students to acquire the knowledge, professional skills, and personal character traits that empower them to pursue and achieve their life and career goals.

In fall of **2017**, the School of Graduate and Professional Studies' name was changed to Stevenson University Online.

Accreditations

Institutional Accreditation and Authorization

- Middle States Commission on Higher Education (MSCHE), Middle States Association of Colleges and Schools, 3624 Market St., Philadelphia, PA 19104, 267-284-5000.
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301.

Programmatic Accreditation and Approvals

- American Bar Association (ABA), Standing Committee on Paralegals, 321 N. Clark Street, Chicago, IL 60654 312-988-6102, (Legal Studies Program).
- Commission on Collegiate Nursing Education (CCNE), 1 Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202-887-6791, (Nursing Programs).
- Council for the Accreditation of Educator Preparation (CAEP, formerly National Council for Accreditation of Teacher Education - NCATE), 2010 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036, 202-223-0077, (Teacher Education Programs).
- Maryland Board of Nursing (MBON), 4140 Patterson Avenue, Baltimore, MD 21215-2254, 410-585-1900, (Nursing Programs).
- Maryland Higher Education Commission (MHEC), 6 North Liberty Street, Baltimore, MD 21201, 410-767-3301, (All Programs).
- Maryland State Department of Education (MSDE), 200 West Baltimore Street, Baltimore, MD 21201, 410-767-0600, (Teacher Education Programs).
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Road, Suite 720, Rosemont, IL 60018, 773-714-8880, (Medical Laboratory Science Program).
- Council for Standards in Human Service Education (CSHSE), 3337 Duke Street Alexandria, VA 22314, 571-257-3959, (Human Services Program).
- National Association for the Education of Young Children (NAEYC), 1313 L St. NW, Suite 500, Washington, D.C. 20005, 202-232-8777, (Early Childhood Education Program).
- National Council for State Authorization Reciprocity Agreements (NC-SARA), 3005 Center Green Drive, Suite 130, Boulder, Colorado 80301, 303-848-3275, (Distance Education Programs).
- U.S. Department of Veterans Affairs, State Approving Agency (VA-SAA), Maryland Higher Education Commission, 6 North Liberty Street, Baltimore, MD 21201, 410-767-3300, (All Programs).

Life at Stevenson

Student Life

Athletics at SU

Caves Sports and Wellness Center, Owings Mills Gymnasium, Mustang Stadium, and Fitness Facilities

Stevenson's athletic facilities are among the best in Division III. To accommodate its growth and expansion, the University opened its Owings Mills campus in 2004. Two years later, it acquired the former headquarters and practice facility for both the NFL's former Baltimore Colts and two-time Super Bowl champion Baltimore Ravens.

The Caves Athletics Complex, a 60,000 square foot modern facility, is located on the Owings Mills campus and serves the needs of more than 800 NCAA, club, and intramural student athletes as well as the general student body. On-campus facilities include the Caves Sports and Wellness Center, Owings Mills Gymnasium, and Mustang Stadium.

The first floor of the Caves Sports and Wellness Center features a fully-equipped fitness center, racquetball court, athletic offices, and athletic training room and team rooms. The second floor is dedicated to classrooms, a commuter student lounge, and a student computer lab as well as faculty and staff offices. It also houses the Caves Wellness Center. The Owings Mills Gymnasium is located adjacent to the Caves Sports and Wellness Center on the Owings Mills campus. Designed to host NCAA Division III playoffs, the gym is 15,000 square feet, has a hardwood floor, and seats approximately 1,500 spectators.

There are three fitness centers available for student use, including two on the Owings Mills campus. The first is located in the Caves Sports and Wellness Center and the second is on the third floor of Mustang Stadium. The third fitness center is located on the Greenspring campus on the bottom floor of the Manuszak Center. To access each fitness center, students must have their SU One card.

Intercollegiate Athletics

Stevenson University participates in NCAA Division III as a member of the Middle Atlantic Conferences with the exception of men's and women's ice hockey, which compete concurrently in the MAC and the United Collegiate Hockey Conference (UCHC), and women's beach volleyball, which competes as an independent. Men's volleyball competes in the Continental Volleyball Conference, while men's ice hockey competes in the Eastern College Athletic Conference (ECAC), women's ice hockey compete in the Colonial Hockey Conference, and women's beach volleyball compete as an independent. The Mustangs are also affiliated with the ECAC for all sports, which provides for additional post season opportunities besides the NCAA championships.

Those interested in participating on one of Stevenson's 27 intercollegiate athletic teams should contact the head coach of that sport using the staff directory under "Inside Athletics" on GoMustangSports.com. There is also information on the paperwork required by athletic training

and compliance information for transfers and first-year student athletes there as well.

Club Sports

Students who wish to keep competing in college but are not taking part in one of the University's NCAA teams, a club sports team could be an excellent choice. All club teams have a coach, have multiple structured practices each week, and compete against other colleges and universities on the weekends. Club sports are open to all Stevenson full-time undergraduate and graduate students.

Current club sports include baseball, men's basketball, women's basketball, cheerleading, dance team, esports, field hockey, men's lacrosse, women's soccer, softball, and women's volleyball. Students who are interested in joining any of these teams, or learning how to start a team, should contact Matt Grimm (Director, Campus Recreation) by e-mail at mgrimm@stevenson.edu or phone at 443-352-4280.

Intramurals

The Intramural Sports program is part of the National Intramural Sports and Recreation Association. It provides both competitive and non-competitive leagues and tournaments. The program is open to all students, faculty, and staff at Stevenson. All sports offer three divisions: Men's, Women's, and Co-Rec, and all skill levels are welcome.

Games are typically in the evenings after classes, and schedules are made based on facility and team availability. Most games are scheduled on campus and are officiated by Stevenson students.

Some of the popular sports include flag football, basketball, indoor and outdoor soccer, softball, floor hockey, and volleyball. For more information on which sports are being offered or how to register, please contact Craig Leduc (Assistant Director, Campus Recreation) by email at cleduc@stevenson.edu or by phone at 443-352-4309.

Clubs and Organizations

Clubs are established in response to student interests and requests. The following organizations are recognized by the Student Government Association.

Academic & Pre-Professional

47 House: In order to prepare students for the work force, 47 House aims to give members hands-on experience in the fields of marketing, advertising, and public relations. 47house@stevenson.edu

Accounting Association: The Accounting Association provides accounting students with the opportunity to interact with fellow accounting students and professional accountants. This club provides advice to students seeking employment and helps integrate university coursework and on-the-job experience. Each semester members are encouraged to participate in professional, community service, fundraising, and recreational activities. accounting@stevenson.edu.

Professional Association for Design, (AIGA): AIGA is a national professional association for designers. The Stevenson University AIGA Student Group, associated with

the AIGA Baltimore Chapter, provides opportunities for serious art and design students to meet other students in the major, network with design professionals, and learn more about design technologies through club-sponsored workshops. Major activities include Adobe Crash Course Workshop, trips off-campus to professional design events and service projects, portfolio peer reviews, and more. AIGA@stevenson.edu

Alpha Phi Sigma: The Alpha Phi Sigma is a criminal justice honor society that provides students with the opportunities to experience an international network of criminal justice employees and students. This organization is a certified member of The Association of College Honor Societies and affiliated with The Academy of Criminal Justice Sciences. APS@stevenson.edu

American Chemical Society (ACS): The American Chemical Society helps its member's network, explore chemistry career options, and learn about science by participating in local and national American Chemical Society events. The society organizes chapter events, including research seminars, social events, community service, and more. ACS@stevenson.edu

American Marketing Association (AMA): The American Marketing Association is a professional association for individuals and organizations leading the practice and development of marketing knowledge worldwide. The principle role is to serve as a forum for like-minded individuals and foster knowledge sharing, provide resources, tools, training, and best marketing practices and thought leadership around the globe. AMA@stevenson.edu

American Medical Student Association (AMSA): The goal of the American Medical Student Association (AMSA) is to provide fellowship and support for those who want to pursue a career in all aspects of the medical field. AMSA will provide volunteer opportunities, MCAT prep, shadowing opportunities and medical school prep workshops. AMSA@stevenson.edu

Criminal Justice Student Association (CJSA): The Criminal Justice Student Association is an organization formed for students planning to work with the law, corrections, or courts. The group hosts events, study time, public speakers, and small group discussions focused on criminal justice as a major and as a career. CJSA@stevenson.edu

English Club: The English Club is for anyone with an interest in reading, writing, and literature. The club holds book discussions, attends plays, watches literary films, organizes parties and other social events such as an annual Halloween Party, provides career information for the English field, and collaborates on poetry and fiction readings with Spectrum and Proseworks, and so much more. The goal is for people who share a common passion for English to come together and have fun. englishclub@stevenson.edu

Fashion Apparel & Design (F.A.D.): The Fashion Club is a student organization that provides Stevenson University students with opportunities to be involved in fashion-driven and fashion-related activities. The club appeals to students at Stevenson University studying in various areas such as fashion merchandising, fashion design, business, business communication, photography, and art. The activities in the Fashion Club will expand students' knowledge by helping students understand the fashion retail business through activities, workshops, field trips, charities and events. FAD@stevenson.edu

Financial Management Association (FMA): The FMA will promote the knowledge of finance, including financial literacy, and elevate the understanding of the relationship between finance and business among peers, and provide

members with professional development resources and opportunities related to finance. FMA will also enhance the quality and relevance of education in finance and provide opportunities for professional interaction. FMAclub@stevenson.edu

Forensic Science Club: The Forensic Science Club strives to provide unity within the forensic science program at Stevenson by giving both graduate and undergraduate students in the program, as well as the faculty members, a chance to interact and participate in various campus events as a group. The club also fund raises to host networking sessions with various external forensic science organizations. forensicclub@stevenson.edu

Human Services Club: The Human Services Club parallels strongly with the major. It sponsors charitable, educational, and social activities. Students conduct service projects that benefit needy families, such as donating Christmas gifts to needy children through the Giving Tree Project. The club members will also be able to hear from speakers, such as admissions officers from graduate programs in counseling and social work, and representatives from non-profit organizations like Catholic Charities. Social gatherings include parties as well as recreational field trips. HSC@stevenson.edu

Legal Society: The Legal Society Club goals are to provide and encourage an environment that accommodates: learning, using, and applying the law in our country. This is achieved through various activities like Law and Constitutional day, trips to the center of government both state or federal, provide comprehensive mentoring and advice with classes, and facilitate networking between professionals and students through speaker series and various activities conducted throughout the year. legalsociety@stevenson.edu

National Broadcasting Society/ Film Moving Image Club (NBS/ FMI): NBS/ FMI is a student ran organization with the goals to promote The National Broadcasting Society and the Film and Moving Image program while exercising creative film making talents of the student of Stevenson University. NBS-FMIclub@stevenson.edu

Medical Laboratory Students Association: The purpose of this organization is to make a positive impact in the health care sector and the community by advancing and advocating the laboratory profession, to ensure medical organizations can continue to bring quality healthcare to all. mlsclub@stevenson.edu

National Student Nurses Association (NSNA): The Stevenson University chapter of the NSNA is a professional club that focuses on issues of interest to students preparing to join the nursing profession. As members of this national organization, students have the opportunity to network with nursing professionals, meet and plan activities with students from area chapters in Maryland, and enjoy the support and camaraderie of other students in the nursing field. NSNA members are involved in education and service activities locally. Activities include co-sponsorship of a day-long professional conference, social events, and a blood drive. The NSNA is also involved in a variety of fundraising projects to support the many activities they participate in during the year. NSNA@stevenson.edu

Phi Beta Lambda (PBL): A national business society that serves as the collegiate level of Future Business Leaders of America, Phi Beta Lambda strives to instill the values and ethics required for responsible business practice. PBL@stevenson.edu

Psychology Club: The Psychology Club gathers to discuss issues related to the field of psychology, such as applying

to graduate school, research possibilities, and careers in psychology. The club co-sponsors health awareness events, coordinates volunteer activities in the community, and hosts social activities to increase camaraderie.
psychclub@stevenson.edu

Teachers of Tomorrow (TOT): The purpose of Teachers of Tomorrow is to promote the inherent rights, education, and well-being of all children, in home, school, and community; to work for desirable conditions, programs, and practices for children from infancy through early adolescence; to raise the standard of preparation for all those actively involved with the care and development of children; and to encourage continuous professional growth of educators. Membership in the Stevenson branch is open to any person affiliated with Stevenson University whose interests are in harmony with the purposes of TOT. TOTS@stevenson.edu

Cultural

African Student Union (ASU): African Student Union is a club that aims to create a community and atmosphere for the members to build, learn more about, and share African culture. Open to all Stevenson University students, ASU is a great place to build friendships, speak freely, and make history. AfricanStudentUnionClub@stevenson.edu

Asian Culture Club: The Asian Culture Club represents students who express interest in Asian cultures, as well as those who have Asian origins. Social and educational values will be applied to meetings as well as celebrating cultural events hosted by the club. acclub@stevenson.edu

Black Student Union (BSU): The Black Student Union promotes racial and ethnic understanding on campus and fosters cultural awareness among the University community through informal discussions, panel presentations, guest speakers, and community service projects. The BSU also hosts one of the most popular traditions on campus, the BSU Fashion Show, every spring. The club is open to all students. BSU@stevenson.edu

International Student Association (ISA): The International Club promotes awareness and embraces and supports diverse cultures and religions through a variety of educational and social programs including, but not limited to, speakers, films, cultural fairs, and dinners. The club is open to all students, faculty, and staff. ISA@stevenson.edu

Organization for Latin American Students (OLAS): OLAS was created to serve as a support group for Latin American students where they can embrace and celebrate their culture. The mission of the group is also to educate and inform the Stevenson community about the Latin American culture through educational and social programs as well as to make contributions to the greater Latin American community throughout the Baltimore area through partnerships with organizations. OLAS@stevenson.edu

The Q Group: The purpose of the Q Group is to promote acceptance and support for gay, lesbian, bisexual, transgender, queer, ally, and other students on the campus. The group plans to educate students about the GLBTQA community and encourage a sex-positive environment on the SU campus. The group offers events and activities embracing the GLBTQA students on campus. qgroup@stevenson.edu

Programming

Commuter Student Association (CSA): The Commuter Student Association represents the interests and needs of the commuting students attending Stevenson University. Through programming events and activities, representing commuters and in their dealings with the University, it is the hope of CSA to help the commuting student become

an integral part of the campus community.
commuter@stevenson.edu

Mustang Activities and Programming Board (MAP): Mustang Activities and Programming is a branch of Student Activities that provides every Stevenson University student with an exciting, enriching, and unforgettable college experience. A diverse selection of high-quality campus activities that are low-or-no-cost are offered to students. MAP aims to serve the SU community by being reliable, friendly, and responsive to feedback. All students are welcome to join MAP. map@stevenson.edu

Environment

Environmental Club: The Environmental Club promotes waste reduction and awareness of environmental issues at Stevenson and beyond. All students are invited to become members. Students in science-related programs are especially encouraged to participate. environmentalclub@stevenson.edu

Wilderness and Ecology Club: The Wilderness and Ecology Club provide students with opportunities to participate in outdoor activities such as camping and hiking. In addition, students also help preserve and restore both the local and global environments. wilderness@stevenson.edu

Faith Based

Bethel Campus Fellowship (BCF): The purpose of Bethel Campus Fellowship is to lead students to Christ and prepare them to become reliable men and women that God can entrust with His word for the next generation. BCF helps surround students with a community of inter-denominational believers that will help them in their Christian journey. bethalclub@stevenson.edu

Catholic Campus Ministries (CCM): Catholic Campus Ministries offers Catholic students opportunities to gather together for spiritual, social, and service events. Students of any tradition are always welcome. Communion services are offered every week on campus, and this group offers students an opportunity to go off campus to services on Sundays. CCM@stevenson.edu

CRU (Campus Crusade for Christ): CRU is a non-denominational Christian fellowship group. The ministries in which students participate include weekly meetings with music, Bible study, and fellowship. The club also sponsors outreach and service projects. CRU@stevenson.edu

Fellowship of Christian Athletes (FCA): Fellowship of Christian Athletes is here to leave their footprint at Stevenson University, and create an open space for student athletes to share. fca@stevenson.edu

Jewish Student Association (JSA): The Jewish Student Association (JSA) is an association to bring cultural awareness and address issues that affect the Jewish community. It will instill Jewish pride and a sense of identity for Jewish students while sharing Jewish traditions. JSA@stevenson.edu

Muslim Student Association (MSA): The Muslim Student Association seeks to promote tolerance and respect towards the religion of Islam. The association also want to introduce the community and familiarize them with the Islamic culture and thought by sharing the spirit of Islam with Muslims and non-Muslims. MSA@stevenson.edu

Mustangs for Christ: A group of active followers of Jesus Christ, charged to make genuine relationships with each other, so that group member may educate others and grow together, while learning the teachings of Christ in order to serve the SU campus and community wherever God leads. MustangsforChristClub@stevenson.edu

Governance

Residence Hall Association (RHA): The purpose of RHA is to provide and create a constructive and rewarding educational/social environment for the residents. RHA will thrive to accomplish this purpose by coordinating, supporting, and initiating individual hall councils and collective efforts in the area of instilling integrity, achieving excellence, fostering learning, and promoting a sense of community. rhall@stevenson.edu

Student Government Association (SGA): The mission of the Student Government Association, or SGA, is to improve the quality of student's academic, professional, social, and personal development while at Stevenson University; to serve as the democratic voice on campus and as a liaison between the student body and the faculty, staff, and administration; to advocate the incorporation of student views and opinions in the formulation of policies and procedures governing Stevenson University; and to provide a forum for the exchange and development of ideas in various areas of student concerns. SGA@stevenson.edu

Greek

Alpha Kappa Alpha Sorority, Incorporated (AKA): AKA is an international service organization that was founded on the campus of Howard University in Washington, D.C. in 1908. It is the oldest Greek-lettered organization established by African-American, college-educated women. Stevenson University's undergraduate chapter of AKA, Tau Theta, was chartered on April 3, 2011. Its members are distinguished young women who boast excellent academic records, proven leadership skills, and are involved in the community through advocacy and service. AKA@stevenson.edu

Phi Sigma Sigma Sorority: Stevenson's chapter of this national and international sorority endeavors to promote friendships and cooperation among college women of all races and creeds, to provide service, to raise the standard of university ideals, and to promote philanthropic efforts. Members sponsor social events and fundraisers and participate in activities with other area chapters. phisig@stevenson.edu

Health & Wellness

Active Minds: Active Minds is an organization that utilizes peer outreach to increase awareness of mental illnesses to all members of the Stevenson community. The organization sponsors educational and service events that provide a helping hand and a safe environment and are open to all participants. The organization also encourages students to seek help as soon as it is needed and to meet with counselors in the Wellness Center at Stevenson University. activeminds@stevenson.edu

It's On Us SU: The It's On Us Stevenson University's mission is to educate and raise awareness to the campus community about sexual assault and violence by encouraging students to recognize non-consensual sex, distinguish situations in which sexual assault can occur, and be a bystander who intervenes in situations where consent was not given. itsonusclub@stevenson.edu

Leadership

Mile Initiative of Leadership and Excellence (M.I.L.E.): Male Initiative of Leadership and Excellence, or M.I.L.E., is an emerging leaders organization that prepares young males for life after college. The organization focuses on career preparation, excellence in academics, building a strong brotherhood, and promoting a positive male image. mile@stevenson.edu

R.I.S.E. Club: This is an all-inclusive group which aims to bring awareness to disenfranchisement and related women's issues. The group aims to create an open space to share and support but also challenge new and old ideas in attempts to bring about social change. riseclub@stevenson.edu

Sigma Alpha Pi (SAP): The Society of Leadership and Success, Sigma Alpha Pi, is dedicated to creating lasting positive changes in people's lives. The society is an organization that helps people discover and achieve their goals. Membership in the society offers life-changing lectures from the nation's leading presenters and a community where like-minded success-oriented individuals come together and help one another succeed. The society also serves as a powerful force of good in the greater community by encouraging and organizing action to better the world. SAP@stevenson.edu

WORTH (Women of Resilience, Tenacity, and Humility): WORTH will engage in meetings, activities, and events while unlocking their leadership potential. WORTH will connect young women of different cultural backgrounds across campus to inspire one another through mental, physical, and emotional support. This group focuses on building a sisterhood and creating a sociable environment for all women. worthclub@stevenson.edu

Recreational

Dodgeball Club: The Dodgeball Club provides students with the opportunity to experience fun through the game of dodgeball and to teach the community sportsmanship while creating positive dodgeball awareness. dodgeball@stevenson.edu

Service

Mission: I'm Home (MIH): Mission: I'm Home is an organization focused on rehabilitating damaged or destroyed houses enabling displaced families to return home. MIH organizes annual alternative spring break trips to New Orleans, Louisiana, where members partner with the St. Bernard Project and Habitat for Humanity in an effort to restore residential areas devastated by Hurricane Katrina. mih@stevenson.edu

Student United Way: Student United Way at Stevenson University is a team of hardworking, dedicated students, who are committed to service to the community and exploring social issues. The principal goals are to have fun while building a strong camaraderie among members; to create an environment where students will use critical thinking and leadership skills; and to enhance the members' lives within the community. Student United Way at Stevenson University meets about 10-15 times a semester, mainly on the weekends, but periodically throughout the week. Throughout the semester members complete over 40 hours of community service. suwclub@stevenson.edu

Stevenson Enactus: Enactus simply put is a social entrepreneurship club. Its mission is to connect students and business leaders to empower and transform the world around them through real, sustainable business projects. enactus@stevenson.edu

Special Interest

All Natural Glee Club: All Natural Glee Club's purpose is to sing and entertain the community with popular, contemporary music. The club gives the opportunity for students to express themselves artistically and musically. It enhances and perfects many skills such as vocal technique and performing skills. Students gain not just musical talent but personal expression and confidence. The club bonds

over music, and a family is quickly formed.
gleeclub@stevenson.edu

Anime Club: The Anime Club promotes involvement with other students in the Stevenson community who are also interested in anime and the Japanese culture. The club will also promote skills such as graphic design, technological skills, and artistic skills as it relates to Japanese culture.
anime@stevenson.edu

Best Buddies: Best Buddies strives to enhance the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment. Membership is open to all students.
bestbuddies@stevenson.edu

People for Animal Wellness Society (PAWS): The mission of PAWS is to educate Stevenson University students, faculty, and staff about the ethical treatment of animals and responsible pet ownership through various educational workshops, community service, and social events. The club works closely with the Maryland SPCA as well as many other organizations. PAWS@stevenson.edu

Relay for Life: Relay for Life offers everyone an opportunity to participate in the fight against cancer. Teams camp out and take turns walking around a track, fundraising money for the lifesaving mission of the American Cancer Society. American Cancer Society Colleges Against Cancer is a nationwide collaboration of college students, faculty, and staff dedicated to eliminating cancer by initiating and supporting programs of the American Cancer Society in college communities such as Relay for Life.
RFL@stevenson.edu

Stevenson University Sovereign Stangs (Step Team): The purpose of this organization is to bring together students who have a common interest in the art of step. These students practice sets of step routine which they perform at university and community events. Group leaders' work together to create step routines and collaborate with other group leaders on performances at their events.
stepteam@stevenson.edu

Video Games Club: The mission of the Video Game Club is to provide a judgment free zone where students can discuss, play, and learn about video games. The club also seeks to combat negative stereotypes of gaming as well as inform students about the impacts of gaming on society.
videogame@stevenson.edu

Community Outreach and Service

Educational Services to the Community

Stevenson University regularly sponsors a variety of educational services open to the public. In general these services include career workshops, SU speakers who appear at various high schools to advise on career choices, and seminars to acquaint students and parents with financial aid requirements.

Community Service Opportunities for Students

The University encourages and supports community service. Through organizations such as the Stevenson Student United Way, students can serve the community in many ways. The University supports students who aim to develop an awareness of social issues and have a desire to contribute to their solution rather than their perpetuation. Many of the mentioned clubs and organizations include service as an integral part of their mission and offer numerous service opportunities for the community.

Formal service-learning opportunities have been developed within the curriculum of the University and are incorporated into classes that are labeled service-learning or one-credit

options. These service-learning opportunities allow students to apply the knowledge and skills learned in the classroom in an authentic way to meet genuine community needs. These classes integrate meaningful service with academic instruction and reflection while providing students with the resources to be civically, socially, and culturally engaged.

Cultural Activities

While the Baltimore area has a wide variety of cultural attractions, Stevenson University offers its own array of events. Through professional artist exhibitions, student-driven plays, and nationally renowned musical performances, students are able to gain a greater appreciation for the arts without ever having to leave campus.

Each year, the University hosts a series of art exhibitions highlighting a diverse range of media and styles in the Greenspring Art Gallery, School of Design Gallery, and St. Paul Companies Pavilion. The museum-quality exhibition spaces provide a significant venue for artists and collectors in the region and give students, artists, and the community a chance to see established and emerging talents, learn through gallery talks and lectures, and celebrate at music-filled receptions. Student work in-progress fills the School of Design hallways. The academic year culminates in a graduating senior exhibition.

The 326-seat proscenium main stage in the Inscape Theatre hosts a pair of stage productions annually, presented by Stevenson's Theatre and Media Performance Department. Plays, including student-directed works, are also staged in the more intimate, 60-seat studio theatre. All students are invited to audition for roles or to serve as crew for productions.

Students interested in film and video also have the opportunity to perform in student-produced projects and work alongside professional filmmakers on the faculty. Recently, Stevenson students have served as cast and crew for several productions in the Baltimore area, such as HBO's "VEEP" and Netflix's "House of Cards." The School of Design also sponsors periodic screenings of works by Stevenson's Film and Moving Image majors.

While the University does not offer a formal music major, the Cultural Arts Program and the Music Department have joined together to bring several significant music events to the campus. Formed in 2002, The Greenspring Valley Orchestra calls the Inscape Theatre home. Musicians in the orchestra from Stevenson and the surrounding community present several concerts each year under the direction of Conductor Robert Suggs, D.M.A. Additionally, students and faculty with musical interests can participate in the University's jazz band, marching band, concert band, and chorus. These groups present a variety of music at several performances both on and off campus throughout the year.

Finally, outstanding speakers from a variety of fields visit the campus every year to share their expertise and experience. The topics are keyed to the interests and issues of today.

Student Publications

The Villager, the student newspaper, is published online regularly during the school year. Its staff consists of journalism students and other contributors from the university community. Its purpose is to report University news, to represent as many diverse views as possible, and to act as a channel of information. **The Villager** provides a laboratory environment in which those interested in journalism can gain skills in writing, editing, design, and layout.

THIS: A Literary and Media Journal is a digital arts and culture magazine showcasing the fiction, creative nonfiction, poetry, photography, visual art, video, audio, and creative commentary of the Stevenson University community. Edited and produced by the SU English department, ***THIS*** invites submissions of traditional works of literature and art alongside experimental cross-genre and mixed media work that plays across the boundaries of text, image, and sound. ***THIS*** is the future.

Reserve Officer Training Corps (ROTC) Programs at Johns Hopkins University and the University of Maryland

Stevenson University offers the Army Reserve Officers' Training Corps (ROTC) in conjunction with Johns Hopkins University's Blue Jay Battalion. The JHU Army Reserve Officers' Training Corps (ROTC) was among the first to be established by Congress in 1916 and is routinely ranked at the top of the nation's 273 programs. More than 3,000 students have received Army officer commissions through the program, with over 40 attaining the rank of general officer. Students can enter the program with as little as two years remaining as an undergraduate or may complete the requirements while pursuing a graduate degree. Upon graduation, students are commissioned as a second lieutenant in the U.S. Army. Some are selected to attend a funded law school or several medical programs, while others serve in the active Army, the Army Reserve, or the Army National Guard. ROTC basic classes are open to all students. The Leadership and Management class specializes in leader development and is an excellent course for students aspiring to become leaders on campus and beyond. Additional information on military science or ROTC can be obtained by asking a current cadet, and by calling 1-800-JHU-ROTC or 410-516-7474. You can also email <rotc@jhu.edu> or visit the JHU ROTC website at jhu.edu/rotc.

Stevenson University also offers the Air Force Reserve Officers' Training Corps (AFROTC) in conjunction with the University of Maryland's Det 330. AFROTC provides students the opportunity to earn a commission as a second lieutenant in the United States Air Force while completing their undergraduate or graduate degree. It is highly recommended that students seeking a commission contact the AFROTC department for full program details before registering for classes. The email address is <afrotcdet330@umd.edu>. Students may call (301) 314-3242, or visit the Det 330 website at afrotc.umd.edu.

AFROTC is designed to be a 4-year experience, but the schedule can be compressed (minimum of 3 years) for qualified candidates. A full four-year program is composed of the two-year General Military Course (GMC) and the two-year Professional Officer Course (POC). GMC students receive an introduction to the Air Force and various career fields and may have a chance to compete for scholarships. Non-scholarship GMC students incur no military service obligation and may elect to discontinue the program at any time. Students wishing to continue in the POC must pass all cadet standards by their last semester in the GMC, successfully compete for acceptance into summer field training course, and complete field training. POC students concentrate on the development of leadership skills and the study of United States defense policy. Additionally, all POC students receive a monthly allowance of \$450-\$500.

If the Air Force is offering scholarships, members of AFROTC in all degree programs are eligible to compete for scholarships based on a competitive selection process. Scholarship recipients receive money for tuition up to

\$18,000 per year, a book allowance (currently \$600/year), and a monthly allowance from \$300 to \$500, depending on the student's AFROTC year.

Campus Resources and Services

Campus Technology

Stevenson University is committed to providing all active students, faculty, and staff with secure and reliable computer technology and network infrastructure. The Office of Information Technology (OIT) is responsible for many of the technologies used throughout all campus locations. This includes the computer labs, classrooms, residence halls, faculty and staff offices, administrative processes, and network operations.

OIT operates two data centers, one on each campus, to achieve a high level of availability and performance. Both campuses have hard-wired and wireless networks with many classrooms and residence halls connected at gigabit speeds. Our dedicated digital high speed connection to the Internet is rated at 2000 Mbps and provides fast and reliable access shared among the Stevenson community.

Among the 15 dedicated computer labs on campus are several labs that are open for general student use at almost any time. These labs offer Mac and PC computers with the latest software needed for academic work.

Computer Logins

Each student, faculty, and staff member must have an individual computer login ID to use the computer equipment and network resources and must have read and electronically signed the Information Technology Acceptable Use Agreement before activating their login ID. The complete Acceptable Use Policy can be found on the SU Portal. Students, faculty and staff should never share their ID or password with anyone, not even the members of Tech Connection or OIT. All account holders will be held responsible for all activity conducted under their login.

Remote Connectivity

Stevenson University offers the capability for students, faculty, and staff to connect to various services on the University's network from off-campus via the Web. SU currently supports remote connectivity for Microsoft Windows 7, Window 8, Windows 10, and Mac OS X 10.9 or higher. Please contact Tech Connection at x3000 or 443-334-3000 for details.

Technology Helpdesk

Tech Connection has support centers on the Greenspring campus in Dawson 302, on the Owings Mills campus in the Brown School of Business and Leadership, Room 102A, and on the Owings Mills North campus in the Kevin J. Manning Academic Center, Room N159. Any technology-related assistance can be acquired at these facilities by students, faculty, staff, and administrators or by calling 443-334-3000 or x3000 from on campus or toll free at 1-866-344-8190. Students may also contact Tech Connection by sending an email to helpdesk@stevenson.edu, or by visiting the Tech Connection website at oit.stevensonuniversity.org.

Technology assistance is available by phone during the days and evenings when the University is open. Support is available to all students, faculty, and staff needing help with any University-owned technology. For troubleshooting or repairs to PCs not owned by Stevenson University, it is highly recommended that all students and faculty maintain service plans through the manufacturer. The Tech

Connection staff can only provide limited support for these types of issues.

For updates on all unplanned outages or service interruptions, please visit outage.stevenson.edu.

Additional guidance information is available at the OIT website, oit.stevensonuniversity.org and at the Tech Connection offices on both campuses.

Usage of Campus Computers

All students, faculty and staff are required to follow the guidelines outlined in the *Information Technology Acceptable Use Agreement*. The complete Acceptable Use Policy can be found on the SU Portal.

Alumni Information

The Stevenson University Alumni Association is composed of a strong and vibrant group of alumni constituents who work to advance themselves and the institution by remaining engaged in the life of the University beyond graduation. Alumni demonstrate their long-lasting connection to Stevenson by participating in events on and off campus, promoting and advocating for the University within their personal and professional networks, and contributing to the financial security of their alma mater on various levels. The Alumni Association affords graduates of Villa Julie College/Stevenson University the opportunity to connect with fellow alumni and utilize a multitude of resources available to them within the Stevenson community.

All Stevenson graduates of the University's undergraduate or graduate degree programs automatically become members of the Alumni Association. There is no membership fee. Alumni enjoy benefits such as access to the Office of Career Services, the libraries, and the fitness centers, as well as discounts on food and Stevenson merchandise. Alumni are often invited to cultivation or stewardship events like the Baltimore Speakers Series, cultural programs, and athletic games. The Alumni Association Board is moderated by the Alumni Relations Office and consists of about thirty members who serve three two-year terms. The Board is structured with five committees: Nominations and Awards, Engagement, Events, Executive, and Athletics. This Board helps develop and implement various alumni events and programs annually.

Alumni are encouraged to connect with the Alumni Association online in order to stay informed about the exciting programs and initiatives at Stevenson and in an effort to remain in touch with friends/classmates. Additionally, alumni are encouraged to attend events, volunteer as panelists/speakers, mentor current students, initiate corporate connections and partnerships, and share their passion and support for their alma mater through advocacy.

Francis X. Pugh Courtroom

In 2009, Stevenson University and the School of Graduate and Professional Studies opened a state-of-the-art mock trial courtroom on the Owings Mills campus. Housed within the Brown School of Business and Leadership, the courtroom is based on the high-tech courtroom at William & Mary Law School. The courtroom was designed for the University's forensic studies and forensic science master's degree students as an important part of their capstone expert witness coursework. The undergraduate legal studies program also uses the space, with Stevenson's students being the first undergraduates in the state to have a courtroom for their studies.

The mock trial courtroom features the latest courtroom technology including plasma screens, electronic screens, screen projectors, a SMART Board interactive whiteboard fully integrated into the courtroom technology, touchscreen annotation functions, a portable Polycom HD video conferencing unit, video and audio digital recording using the Mediasite hardware and software platform, fully integrated presentation podium and fully integrated technology when using videotapes, DVDs, slides, electronic presentations, handouts, and live images. The mock trial courtroom technologies help continue the long tradition of providing SU students with a leading edge in the workplace.

Dining Services

Stevenson University offers dining services at both the Greenspring and Owings Mills campuses, and dining options continue to expand at the Owings Mills North campus. Dining location hours are posted at each respective dining location, on the dining website, and Dining Services Facebook page. Students with a meal plan can enjoy all of the dining locations using either their meal swipes or flex dollars. Flex dollars are also available to be used at on-campus retail locations, on-campus sporting event concessions, or at off-campus partner locations. Dining and retail locations also accept cash, debit card, or credit card payments.

Located on the Owings Mills campus are the Rockland Marketplace, Pandini's, and two Jazzman's Coffee Houses.

Rockland Marketplace is an innovative, all-you-care-to-eat dining location, located in the Rockland Center. There are eight unique food stations, each offering new and exciting selections every day. For those on-the-go, Rockland Marketplace offers *To-Go*: a free-to-students program which provides a reusable food and/or drink container that you can fill and take with you.

Pandini's is an Italian-style eatery featuring hand-made pizzas, pastas, and sandwiches, along with a Pandini's original: the *Labretti*. This pizza-sandwich hybrid is a student favorite.

Jazzman's - a coffee house filled with great hand-crafted coffee drinks, bottled beverages, and delicious baked goods is located in both the School of Business and Leadership (SoBL) as well as in the Ratcliffe Community Center on the Owings Mills campus. Students can also find "Simply To-Go" sandwiches and other snacks for those looking for a quick meal. Ratcliffe Community Center's Jazzman's location is also home to "The Zone" - a student convenience store (C-Store), where snacks, personal items, and other items can be purchased.

On the Greenspring campus, students can find the "Mustang Corral" as well as *SubConnection*. The Mustang Corral includes Mustang Grill, Sandella's, and F.U.E.L. Mustang Grill offers great breakfast sandwiches, various grilled burgers and sandwiches, and french fries. Sandella's offers flatbread sandwiches, wraps, and personal pizzas. The F.U.E.L. station (standing for Fresh, Unique, Ethnic, and Local), offers new items to reflect dining trends and great seasonal items. In the Mustang Corral, students can also find a salad bar and Simply To-Go sandwiches and salads for those who are not dining-in. SubConnection offers made-to-order submarine sandwiches.

The off-campus partners include great options such as Pie Five, Qdoba, Dunkin' Donuts, and CVS. New partners are frequently added for students to enjoy using their Flex Dollars. To see all of the off-campus partners and their locations, check out the dining website or the Facebook page.

For additional information about Dining Services, please check out the dining website, Stevenson.SodexoMyWay.com or call (443) 352-4010.

Career Services

Career Services provides all students with a variety of career-focused programs, services, and resources to ensure student success during their college career and beyond. Students are introduced to Career Services and the distinctive Career ArchitectureSM model beginning in their first year at the University.

CAREER COACHING AND COUNSELING

Career Services Tools

Career Services maintains a comprehensive career website through their portal page which hosts information on Career Pathways for majors at Stevenson University, job and internship opportunities, on-campus recruiting, job success tips, résumé samples, interviewing resources, career assessments, a calendar of events, and many other tools related to Career Architecture. In addition, the Office of Career Services maintains an online recruiting tool, called Handshake, which includes part-time jobs, internships, and full-time job opportunities. Students upload their resumes in Handshake, and they are then reviewed for quality control by professional staff members in Career Services. To assist with major and career exploration, the Office of Career Services provides a diverse menu of career assessments to meet student needs. Assessments that help to identify strengths, interests, values, and personality include the MBTI, the Strong Interest Inventory, Card Sorts (strengths, values), and the Holland. Online tools include FOCUS and Traitify. Career Services also embraces the Dependable Strengths Articulation Process, which identifies motivated strengths through narrative dialogue, providing a framework for powerful branding to open up possibilities for meaningful careers.

Individual Career Architecture Plan (ICAP)

During their first year at Stevenson, new students meet with Industry Specialists who provide career coaching to begin the process of exploring their career options and developing a personalized plan to help them realize their values, strengths, and interests. This powerful process will prepare students as competent and skilled professionals ready for the competitive workplace, but also provides an opportunity to research a variety of careers within a multitude of industries in an ever-changing economic climate.

Counseling Appointments with Industry Specialists

The Career Services staff works with all students at the undergraduate and graduate level to develop the skills, experiences, and confidence needed for success. Students are strongly encouraged to meet with their Industry Specialist each year to monitor progress toward goals and review the steps they have taken in their Career Architecture Plan. Career coaching sessions include: deciding your major, career direction, researching careers and jobs, mock interviews, resume and cover letter reviews, internship and job search assistance, networking and career fair preparation, personal brand development, graduate and professional school preparation. Appointments can be made over the phone or on Handshake. Students can track their progress in the Career Architecture process through the Planning module of Handshake.

Career Peer Advisors

Walk-in appointments with trained student paraprofessionals, "The Career Peers," are available weekdays and select evenings for students to workshop their resume.

EMPLOYER ENGAGEMENT AND RECRUITMENT

Career Fairs, Networking Events, and Information Sessions

Students are encouraged to participate in a variety of career related events where they can meet and network with employers. Employer events are listed on Handshake and in the Career Services portal and webpage and include: on-campus recruiting for internships and full-time jobs, career seminars and workshops presented by business and community leaders, career fairs and industry networking events, business etiquette seminars, and many other programs.

The Office of Career Services collaborates with Alumni Relations, Residence Life, Student Groups, and Faculty to support the career development and life experiences that develop Stevenson University students into prepared and skilled emerging professionals for the workplace.

Executive in Residence Program and Classroom Presentations

Students also have the opportunity to meet with executives in various industries through the Executive in Residence program. The executives are dedicated and highly skilled professionals who volunteer their time to discuss various career related issues with students. Topics range from interviewing to managing expectations in the workforce. They also provide meaningful advice on career pathways, as well as make connections to others in industry.

Through partnerships with faculty, the Center also coordinates introductions to faculty for industry professionals to serve as subject matter experts in the classroom.

Library Services

The Stevenson University Library staff is committed to assisting SU students and faculty with their research, teaching, and learning needs.

The library is available electronically through the library home page stevensonlibrary.org and at two convenient campus locations, Greenspring and Owings Mills. Through such databases as JSTOR, ARTstor, Lexis-Nexis, Science Direct, ebrary, Films on Demand, and Business Source Complete, students enjoy access to more than 70,000 full-text magazines, journals, and newspapers, and over 200,000 eBooks as well as high-quality images and streaming video. All resources can be searched remotely. OneSearch on the library home page makes it easy for researchers to find books, articles, and other resources through a single search box.

The Greenspring Campus library holds the bulk of our print and film collections. The Stevenson University Archives are housed in the GS library as well as a Children's Collection for Education students. Print resources at the Owings Mills Library focus on the areas of study within the School of Business, including law, business, and information technology. There is a browsing collection at each location for leisure reading.

Stevenson University researchers also have access to close to one million volumes through the library's membership in the Maryland Interlibrary Consortium (MIC), which includes four area college and university libraries. Students can request books through the local catalog (SHARC) and the items will be delivered to the Greenspring and Owings Mills campuses within 24-48 hours of request. Inter-library loan is also available.

Knowledgeable and friendly library staff members stand ready to help Stevenson University students find reliable resources appropriate for their assignments. Reference and research services are available in person, by phone, and

electronically via text, chat, and email. Through AskUsNow, Stevenson students have live chat access to a librarian 24 hours a day, seven days a week.

Students also have a choice of study environments at both library locations, with wireless network access, individual study carrels, and listening/viewing rooms. They also have group study areas, computer lab/library instruction classrooms, and quiet study areas. There are 56 public computers at the Greenspring Campus Library and 32 at Owings Mills. Both locations feature Macs and PCs. Students can scan documents or print in color at each library location.

During the regular semester, the Greenspring Campus library is open Monday through Thursday, 8:00 a.m. to 10:00 p.m.; Friday, 8:00 a.m. to 6:00 p.m.; and Saturday, 11:00 a.m. to 5:00 p.m. The campus shuttle stops right in front of the library. The Owings Mills Library opens at noon on Sunday, remaining open continuously until 8:00 p.m. on the following Friday, and during the day on Saturday. Close to the residence halls, the OM Library is a great place to study or do research. Visit the Stevenson University Library website for the latest information regarding library hours and services: stevensonlibrary.org.

University Stores

Campus Store - Owings Mills

Located in the Boulevard Corporate Center adjacent to Mustang Stadium in Owings Mills, the Campus Store has available required and recommended books for courses offered through Stevenson University Online and supplies for classroom use. A wide variety of other goods and services are for sale, including accessories, a large selection of Stevenson-imprinted clothing, gift items, and magazines. During the semester, the Campus Store's hours of operation are Monday through Thursday from 8:30 a.m. to 7:30 p.m., Friday from 8:30 a.m. to 4:30 p.m., and Saturday from 8:30 a.m. to 1:30 p.m. Additional hours are scheduled before the beginning of each semester. Students may also purchase merchandise and textbooks online at store.stevenson.edu/suom/. Specific ISBNs for Stevenson University Online textbooks can be found on the Campus Store website.

University Store - Greenspring

Located on the first floor in the Manuszak Center on the Greenspring campus, the Stevenson University Store has available required and recommended books for traditional courses and supplies for classroom use. A wide variety of other goods and services are for sale, including accessories, a large selection of Stevenson-imprinted clothing, gift items, and magazines. During the semester, the University Store's hours of operation are Monday through Thursday from 8:30 a.m. to 7:30 p.m., Friday from 8:30 a.m. to 4:30 p.m., and Saturday from 8:30 a.m. to 1:30 p.m. Additional hours are scheduled before the beginning of each semester. Students may also purchase merchandise and textbooks online at store.stevenson.edu/. Specific ISBNs numbers for textbooks can be found on the University Store website.

The Wellness Center

The Wellness Center includes both Student Health Services and Counseling Services. These services are located at the Owings Mills campus on the top level of the Caves Sports and Wellness Center. The Wellness Center staff can be reached at 443-352-4200 or fax 443-352-4201. The Wellness Center is open Monday through Friday from 9:00

a.m. to 5:00 p.m. with extended evening hours on Tuesdays and Wednesdays until 7 p.m. during the spring and fall semesters.

Student Health Services

The Wellness Center offers limited primary care services by appointment with the University's physician or nurse practitioners. A minimal fee will be charged to the student's account for services and supplies; private health insurance is not accepted for payment. Health Services has numerous informational brochures and resources addressing health issues and will offer assistance with community referrals. Health awareness and health promotion events are held frequently throughout the year. Activities include health education, screenings, and guest speakers. These events are sponsored by the Wellness Center and Responsible Education Awareness Leaders (R.E.A.L.), our peer education group. The R.E.A.L. team also partners with various Stevenson University clubs, organizations, and departments.

Student Health Requirements

All full-time commuter and resident students are required to have the Stevenson University Student Health Profile completed by July 1 for fall entrance and January 20 for spring entrance. All full-time students are required to complete this profile **online** even if they are turning in other health related records to other departments. Please refer to those specific departments for any health requirement questions, i.e. Athletics, Beverly K. Fine School of the Sciences, and Stevenson University Online. If a student was previously a part-time student and is now taking 12 or more credits, a Student Health Profile must be completed. Students do not need to resubmit the Student Health Profile every year. Students who have been away from Stevenson University for at least 2 years and are reapplying for admission as a full-time student must complete another Student Health Profile.

In addition, all students living in Stevenson University residential housing are required to be immunized against meningococcal disease (MCV4/Menveo/Menactra). Some students may require a booster dose of the meningitis vaccine prior to moving into the Residence Halls. At this time, the meningitis B (Trumenba/Bexero) vaccination is NOT required for Stevenson students. Commuter students who decide to become a resident are required to comply with additional immunization requirements as stated on the Student Health Profile.

Failure to submit a completed Student Health Profile will block a student from registering for future classes and/or lead to removal from housing.

Counseling Services

From time to time, students are presented with concerns or problems that require challenging decisions and effective coping strategies. Talking with a professional counselor is an opportunity for students to explore issues that may be interfering with their success and happiness in college. Counseling is a confidential process designed to help students learn more about themselves, address their concerns and problems, and discover effective solutions. Some of the typical concerns students may have include adjustment difficulties, anxiety, depression, substance abuse, sexual assault, identity issues, and self-esteem. Counseling is confidential and provided free for all Stevenson University students.

Student Success Resources

Stevenson University Online is dedicated to the academic achievement, support and engagement of all students. A wide variety of academic support services are provided to support the needs of adult students while balancing work, family, and education.

Academic Support Services Provided:

- Dedicated Student Success Coaches
 - Provide schedule planning and one-on-one advising from student's initial course through graduation
- Comprehensive Online New Student Orientation
 - Required online orientation course prepares students for their first academic course
- Onsite Orientation to Student Success
 - Onsite orientation option allows students to network with current students, alumni, program administrators and faculty
- Student Skills Workshops and Webinars
 - Writing, library research skills, time management, and support services workshops and webinars offered throughout the year
- Smarthinking Online Tutoring
 - 24/7 access to e-tutors, writing center, and academic resources
- Academic Link
 - Professional writing tutors offer onsite writing support
- Library Resources
 - Online and onsite resources with accessible librarians
- Career Services
 - Career Services Staff provide individual counseling and career planning services to students and alumni

Accommodations for Students with Disabilities

Stevenson University provides reasonable accommodations to qualified students with documented disabilities. To establish eligibility for services, students must register with the Office of Disability Services (ODS) and identify the specific accommodations they require. Eligibility for accommodations is determined on an individualized basis, based on the student's documented need. Office of Disability Services (ODS) can be reached at 443-352-4920.

For the complete policy on Students with Disabilities, see Volume V: Student Policies in the Stevenson University Policy Manual, located on the SU Portal and the University Website.

Student Grievance Procedure

Complete information about student grievance policies and procedures can be found on the Stevenson University website.

Student Rights and Responsibilities

Additional information about academic and student conduct policies can be found in the Stevenson Policy Manual, Volume V: Student Policies.

Admissions

General Admissions Policy

Admission to Stevenson is reserved for applicants who have demonstrated the ability to meet the demands of Stevenson University Online's level of instruction. Students who enroll in course work at Stevenson University are classified as either degree students or non-degree students.

A degree student has been accepted by the Admissions Office in pursuit of a bachelor's or master's degree. A bachelor's or master's degree-seeking student may enroll for course work for each consecutive semester as long as he or she remains in good academic standing at the University. A program of 12 credits or more constitutes a bachelor's degree full-time load; fewer than 12 credits constitutes a part-time load. A program of six credits constitutes a master's degree full-time load.

Non-degree students are those who are not currently seeking a degree from Stevenson University. Non-degree students are limited to part-time status and are not eligible for financial aid. While enrolled, non-degree students must meet the same academic standards for continued enrollment as degree students.

Admissions Procedures and Processes

Admission to Online Undergraduate Programs

Admission requirements for the online undergraduate degree programs in Business Administration, Business Communication, Business Information Systems, Criminal Justice, Computer Information Systems, Interdisciplinary Studies, and Legal Studies consist of the following:

- Completed application for *Online Undergraduate Degree Admissions*.
- Two years of professional work experience.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- At least 15 transferable credits with a minimum cumulative GPA of 2.50 on a four-point scale.
- Personal Statement.

Admission to the Associate to Bachelor's (ATB) option in Nursing requires the following:

- Completed application for *Online Undergraduate Degree Admissions*.
- Acceptance into your community college's Nursing program (selective process based on courses completed, GPA, and test scores).
- Minimum cumulative GPA of 3.0 or higher in your community college's required admission courses.
- Additional required courses (completed by start of the first nursing course) with a C or better. For specific

courses, please reference your community college's ATB page.

- Personal statement.

Admission to the RN to BS option requires the following:

- Current registered nurse's license in good standing.
- Completed application for *Online Undergraduate Degree Admissions*.
- A minimum cumulative GPA of 2.50 on a four-point scale.
- Completion of ENG 151 and ENG 152 or equivalent.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Personal Statement.

Transfer of Undergraduate Credit

Students desiring to transfer from another college and be admitted to an undergraduate degree program at Stevenson University must submit official transcripts of all previous college records. College-level coursework completed outside of the United States must be evaluated by World Education Services (WES). An official WES transcript is required. Stevenson University will accept a maximum of 70 undergraduate transfer credits from a regionally accredited community college and 90 undergraduate credits from a regionally accredited four-year institution. A matriculated student must complete the last 30 credits of their degree at Stevenson University.

The courses and credits completed with a grade of "C" or better at other regionally accredited institutions are generally transferable to Stevenson. The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered upon receipt of documentation that demonstrates equivalency regarding course information and learning outcomes. It is the student's responsibility to provide this documentation. Please consult the Registrar's Office for documentation guidelines.

All transferable courses must be comparable to courses offered at this University. Courses that do not transfer include developmental/remedial, personal development, orientation courses and credit given for portfolio work. Some credit may be awarded for internships at the discretion of the department chair upon submission of appropriate documentation. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the Stevenson University Catalog and on the student's degree audit. Shortly following acceptance, evaluated transfer credit may be viewed through WebXpress. Incoming transfer students have access to their degree audit through WebXpress after registration.

Transfer applicants should have left the sending institution in good standing. Grades and grade point averages earned at another institution do not transfer. The transferred

credits apply toward graduation, but the grade points are not used in calculating the academic average required for graduation. Students seeking information on the transferability of credits may contact the Academic Evaluator or an Enrollment Counselor.

Transfer of Graduate Credit

Students desiring to transfer from another college and be admitted to a graduate degree program at Stevenson University must submit official transcripts of all previous college records. College-level coursework completed outside of the United States must be evaluated by World Education Services (WES). An official WES transcript is required. Stevenson University will accept a maximum of six graduate transfer credits from a regionally accredited four-year institution. A matriculated student must complete the last 30 credits of their degree at Stevenson University.

The courses and credits completed with a grade of "B" or better at other regionally accredited institutions are generally transferable to Stevenson. Transfer credit is awarded at the discretion and final approval of the appropriate Program Coordinator/Associate Dean. All transferable courses must be comparable to courses offered at this University. Courses that do not transfer include developmental/remedial, personal development, orientation courses and credit given for portfolio work. Regardless of the number of transfer credits accepted, students must still complete the academic program requirements as shown in the Stevenson University Catalog and on the student's degree audit. Shortly following acceptance, evaluated transfer credit may be viewed through WebXpress.

Transfer applicants should have left the sending institution in good standing. Grades and grade point averages earned at another institution do not transfer. The transferred credits apply toward graduation, but the grade points are not used in calculating the academic average required for graduation. Students seeking information on the transferability of credits may contact the Stevenson University Online Academic Evaluator or an Enrollment Counselor.

Additional Masters at Stevenson University

Students who wish to return to Stevenson University for an additional master's degree at the institution, must formally apply to the new degree program. If the new degree program contains cross-listed coursework, a student may only apply up to 15 credits from a previous degree at SU towards the new degree program. The capstone course cannot be applied to both degrees. A student must have earned at least a "B" in the course that will be applied to the subsequent master's degree.

Post-Baccalaureate Certificates

Stevenson University Online offers post-baccalaureate certificates in the areas of nursing and education. Students who wish to earn a certificate must apply and meet admissions requirements for the certificate program. Once admitted, the student will be coded as a certificate-seeking student. Students enrolled in a certificate program are not eligible for financial aid. If a student has earned or is currently pursuing a master's degree from SU, they are not eligible to receive a certificate for the same program and concentration. If a student desires to change from a master's program to a certificate program, a *Change of Program* form must be completed. A certificate-seeking student must complete applicable course work during the semester in which the certificate is awarded. Post-baccalaureate certificates are governed by the graduate admissions and academic policies.

Graduate Programs

The Graduate Admissions Office is committed to ensuring that the incoming classes will be comprised of highly qualified individuals representing a diversity of academic and professional backgrounds and accomplishments. Admission to the graduate programs is open to individuals who have attained bachelor's degrees from regionally accredited colleges or universities.

Applicants to the graduate programs are expected to have a cumulative GPA in past academic work of no less than 3.00 on a four-point scale. All applicants are given opportunities to discuss their professional experience in the areas of their desired programs via the résumé and personal statement.

Admission to the Business and Technology Management, Communication Studies, Crime Scene Investigation, Digital Forensics, Forensic Accounting, Forensic Investigation and Forensic Studies programs requires the following:

- Completed Graduate Application.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Personal Statement.

Admission to the Community-Based Education and Leadership (CBEL) program requires the following:

- Completed Graduate Application.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Two letters of recommendation—academic or work-related.
- Résumé of professional experience.
- Personal statement.

Admission to the Cyber Forensics program requires the following:

- Completed Graduate Application.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Personal Statement.
- Two letters of recommendation—academic or work-related.
- Résumé of professional experience.

Admission to the Forensic Science program requires the following:

- Completed Graduate Application.

- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Personal Statement.
- Completion of baccalaureate degree in chemistry, biology, or other equivalent natural science, or forensic science from a regionally accredited institution.
- Cumulative and math/science GPA in past academic work of no less than 3.00 on a four-point scale.
- Completion of the following course prerequisites:
 - General chemistry I and II and lab (8 credit hours)
 - Organic chemistry I and II and lab (8 credit hours)
 - Biology I (4 credit hours)
 - Calculus (3 credit hours)
 - Statistics (3 credit hours)

Admission to the Healthcare Management program requires the following:

- Completed Graduate Application.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Earned a grade of "B" or above in statistics or upper level math and English composition.
- Two letters of recommendation (academic or work-related) with at least one from a current or past supervisor.
- Résumé of professional experience.
- Personal statement.

Admission to the Master of Arts in Teaching program requires the following:

- Completed Graduate Application.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Completion of baccalaureate degree in a science or math discipline from a regionally accredited institution.
- Qualifying score on PRAXIS CORE, PRAXIS I, GRE, SAT, or ACT according to MSDE certification criteria.
- Analysis of transcripts to determine if all required content coursework has been met to satisfy field of licensure (biology, chemistry, earth/space science, mathematics, physical science, or physics) requirements.
- Two letters of recommendation—academic or work-related.
- Personal statement.

Admission to the Nursing program requires the following:

- Completed Graduate Application.
- Current registered nurse's license in good standing.
- Completion of a bachelor's degree in nursing.
- Official college transcripts from each post-secondary institution previously attended. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Cumulative GPA of 3.00 on a four-point scale in past academic work.
- Personal Statement.
- Two letters of recommendation—academic or work-related.
- Résumé of professional experience.

Admission to the RN to MS option requires the following:

- Current registered nurse's license in good standing.
- Completed application for Online Undergraduate Degree Admissions.
- A minimum cumulative GPA of 3.00 on a four-point scale.
- Completion of ENG 151 and ENG 152 or equivalent.
- Official college transcripts of all previous post-secondary coursework. Students who have completed post-secondary academic coursework outside of the United States must submit an official course-by-course transcript evaluation from World Education Services (WES).
- Personal Statement.

Application Deadline

The Stevenson University Admissions Office reviews applications on a rolling basis throughout the year. However, the University strongly encourages applicants to the online undergraduate programs or to the graduate programs to submit all required documents no later than four weeks prior to the start of the desired session.

U.S. Permanent Residents

Applicants who are currently United States permanent residents must meet all the stated admissions requirements and follow the same application procedures as U.S. citizens. However, permanent residents must also submit a high quality copy of the front and back of their valid U.S. Permanent Resident card. The Admissions Office will not process the application without this component. Refugees and asylees must provide proof of legal residence in the U.S. All permanent residents and most other eligible non-citizens can apply for federal need-based financial aid programs.

Military Service Members

Tuition Assistance (TA) is a benefit paid to eligible Service members. TA is available for courses offered in the classroom or online and is a part of an approved academic program or certificate. Please notify the Student Accounts Office of your approved TA documentation. If you are a current active duty member, please be sure to speak with your Educational Service Officer (ESO) or counselor within your military service prior to enrolling.

A joint education agreement also exists between the Maryland National Guard and Stevenson University. Active

Guard members receive a 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar's Office.

Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs' annual cap. For the 2017-2018 academic year, the VA will pay a maximum of \$22,805.34 to any private college or university, based on a student's percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

Stevenson currently offers unlimited enrollment to eligible students. Only veterans entitled to the maximum benefit rate (based on service requirements) or their designated transferees may receive this funding. Active duty service-members and their spouses are not eligible for this program (child transferees of active duty service-members may be eligible if the service-member is qualified at the 100% rate).

Veterans interested in using educational benefits should submit their application online through the Department of Veterans' Affairs website at benefits.va.gov/gibill/apply.asp. The VA will determine eligibility and send the student a letter that indicates their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's website at gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.htm. The student should forward their Certificate of Eligibility to the school certifying official in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official.

Non-Degree Students

Undergraduate Students

Admission as a non-degree undergraduate student requires submission of the following:

- *Special Application for Non-Degree Status* form.
- College transcripts. At the time of registration, students who wish to take a course that has a pre-requisite must submit a college transcript verifying successful completion of the pre-requisite course.

Non-degree students must take fewer than 12 credits in a semester and are not eligible for financial aid.

A non-degree student may become a degree student by applying for and being granted formal admission. Application must be made prior to the student's enrollment in the last 30 semester hours of academic credit required for a degree at Stevenson University. In addition, the last 30 semester hours of academic credit must be completed at Stevenson University unless a waiver is granted in writing by the Dean of Stevenson University Online. For admission as a degree student, a non-degree student must meet the same criteria as a transfer student.

A student denied admission as a degree student may enroll as a non-degree student only with the approval of the Dean of Stevenson University Online.

Graduate Students

A student may enroll in graduate courses without seeking a graduate degree. Such students must complete a special application for non-degree status which must be approved by the Dean of Stevenson University Online. The criteria for admission are the same as those for degree-seeking students. Not more than six credits may be taken while under this status. Financial aid is not available for non-degree seeking students. After six credits, students must apply for admission to continue.

Admission to the Bachelor's to Master's Degree Option for Current Stevenson University Undergraduates

The objective of the Bachelor's to Master's Option is to provide qualified Stevenson undergraduate students the opportunity to obtain both a bachelor's and a master's degree in a shorter time-frame. Participating master's degree programs and related admissions requirements are listed below.

Business and Technology Management, Communication Studies, Community-Based Education and Leadership, Crime Scene Investigation, Digital Forensics, Forensic Accounting, Forensic Investigation, Forensic Studies, or Healthcare Management

Students develop an educational plan in consultation with their undergraduate academic advisor and must consult with their advisor prior to applying for the bachelor's to master's option. If a student is interested in pursuing the bachelor's to master's option but is in a major outside of the field of interest, the student may obtain permission from their undergraduate department chair or dean, to pursue the bachelor's to master's option in the following areas of study: Business and Technology Management, Communication Studies, Community-Based Education and Leadership, Crime Scene Investigation, Digital Forensics, Forensic Accounting, Forensic Investigation, Forensic Studies, or Healthcare Management. In order to be admitted to the bachelor's to master's option, the student must:

- Have completed at least 60 bachelor's degree credits at the time of application.
- Have a minimum 3.00 GPA, or permission from the undergraduate dean or department chair.
- Meet with the undergraduate academic advisor to discuss suitability for this option.
- Submit a completed *Application to Enroll*.
- Maintain a 3.00 minimum GPA while in the bachelor's to master's option.

Forensic Sciences Option in Biochemistry, Biology or Chemistry Program

Biochemistry, biology and chemistry majors may pursue the bachelor's to master's option in forensic sciences. Students who wish to pursue this 4+1 program earn a B.S. in biochemistry, biology or chemistry in four years and an M.F.S. in forensic sciences in as little as one additional year. Students apply for admission into the program during their junior year. Applications will be available on September 1 and February 1. Admission to this program is based on the following criteria:

- Cumulative and science/math GPA of 3.0 or higher in all course work attempted.
- Grade of "C" or better in all science and mathematics courses.

- Completion of at least 60 credit hours and enrollment in a minimum of an additional 15 credit hours.
- Completion of FSCI 101.
- Completion of Organic Chemistry II (CHEM 211 and 211L) and enrollment in a minimum of one 300 or 400 level science course.
- Submission of a completed *MSFS BS/MS Program Application*, including three letters of recommendation, prior to October 1 or March 1.

Once accepted into the program, the bachelor's to master's degree seeking student may take up to 18 graduate credits beginning in the spring of his/her junior year.

Students, once accepted into the program, must submit a *Master's Degree Application* in the last semester of their undergraduate education.

Teaching (MAT)

Applied mathematics, biochemistry, biology, chemistry, and environmental science majors may pursue the bachelor's to master's option. Students who wish to pursue this degree program can earn a bachelor's degree in applied mathematics, biochemistry, biology, chemistry, or environmental science and a master of arts in teaching degree with certification in secondary biology, chemistry, or mathematics with a STEM focus. Students apply for admission to this program during the fall of their junior year, or as soon as they have completed the requirements for admission listed below. If admitted, students begin taking graduate-level courses in the semester after they are admitted. In order to be admitted to this bachelor's to master's option, the student must have:

- A cumulative GPA and science/math GPA of 3.00 or better (on a four-point scale) in all work attempted.
- Earned a grade of "C" or better in all science and mathematics courses.
- Completed minimum of 60 credits.
- Completed Calculus II and three additional math courses (Applied Mathematics majors).
- Completed Organic Chemistry II (CHEM 211 and 211L) and be enrolled in a 300-level science course (Biochemistry, Biology and Chemistry majors).
- Completed Environmental Science (ENV 275) and be enrolled in a 300-level science course (Environmental Science majors).
- Submit a completed *BS/MAT Request for Permission to Enroll*, including three letters of recommendation prior to October 1.
- Submit a *Graduate School Application* by February 15 of the 4th year of the program.

Readmission and Reinstatement

Readmission

Students who attended Stevenson University and were in good academic standing at the end of their last semester at SU must apply for readmission if absent from the University for three or more consecutive semesters. Students must file the *Application for Readmission/Reinstatement*, downloadable from the Admissions website, with the Admissions Office. If the student attended any other college since leaving Stevenson, he or she must submit an official transcript from each college or university attended. Readmission is not complete until all official documents are received. Students who are readmitted to the University are

under the current catalog of the academic year in which they return.

Students who were absent from the University two semesters or less do not need to apply for readmission and should contact their Student Success Coach in Stevenson University Online to register for classes. Official transcripts of any work taken at another institution must be submitted directly to Stevenson University Online.

Undergraduate Reinstatement

Former Stevenson University students who were academically dismissed at the end of their last semester must apply for reinstatement to the University. Students must file the *Application for Readmission/ Reinstatement*, that is available on the Admissions website. Applicants must submit all requirements as indicated in the application before the application will be reviewed by the Academic Review Board. Reinstatement is not guaranteed. Students will be informed of the decision in writing following the Academic Review Board meeting.

Graduate Student Reinstatement Policy

Students who have been academically dismissed, may apply for reinstatement. Students are not eligible to apply for reinstatement until six months from the date of the academic dismissal. The following materials must be submitted to the Stevenson University Online Admissions Office in order to be considered for reinstatement:

- Completed application for reinstatement.
- Official college transcript from each college or university attended since leaving SU.
- Official GRE or GMAT scores.
- Written statement explaining circumstances leading to the applicant's poor academic performance.
- Additional pertinent information may be submitted at the applicant's discretion, such as medical documents, letters of reference, and/or recommendations.

Reinstatement is not guaranteed.

Credit for Prior Learning

Adults returning to college or beginning to seek a college degree may wish to investigate opportunities available to them through Credit for Prior Learning. In order to earn Credit for Prior Learning, students must demonstrate that from significant experiences in their lives they have acquired knowledge and/or skills and abilities that are the equivalent of learning acquired from a college course. This learning (called Prior Experiential Learning) can be the result of a variety of life experiences: employment, volunteer work, community service, travel, military service, or courses at non-collegiate institutions.

Credit is granted for learning, not experience, and will be earned only when the student has successfully demonstrated that the learning acquired is the equivalent of that gained through courses traditionally taught in colleges, that it is at a level of achievement equal to what is normally required in college courses, and that it consists of current knowledge that shows both theoretical understanding and practical application of the subject area.

Credit for Prior Learning is limited to a maximum of 30 credits for bachelor's seeking students and six for master's seeking students, and may be used to fulfill the core curriculum requirements and electives. In some cases, they may be used to fulfill program requirements. Grades for credit earned for prior learning are given as pass or fail.

Students in a degree program at Stevenson University can pursue Credit for Prior Learning through the following:

Advanced Placement

Incoming students who submit Advanced Placement (AP) test scores from the College Board and who achieved satisfactory scores are considered for advanced placement or credit. College credit may be granted for scores of 3, 4, or 5, depending on the subject. See stevenson.edu/ap for details.

These scores are reviewed and, when appropriate, placement and/or credit is granted. Credit is entered in the student's record and can be viewed on WebXpress. Transfer students who took AP tests in the past should request their scores be sent to Stevenson from the College Board. For questions about AP credit, contact the Registrar's Office.

International Baccalaureate

Stevenson University recognizes the IB Diploma Programme and will grant credit for scores of 5 or higher in the "Higher Level" courses only. No credit is given for courses taken at the subsidiary level or for courses that duplicate others taken for Advanced Placement credit. For questions about IB credit, contact the Registrar's Office.

CLEP Examinations

CLEP, a program of the College Entrance Examination Board, is a nationwide system of credit-by-examination. Stevenson does grant credit to undergraduate Stevenson students earning Stevenson designated passing scores on CLEP exams. Students who are interested should contact the Undergraduate Student Success Coach for details about which exams are the equivalent of selected Stevenson courses. If the student achieves the designated passing score on an accepted examination, and submits official documentation of the test results, college credit will be awarded.

DSST Examinations

The DSSTs are exams students take to earn college credit. These exams are available not only to students in the military but to all students who are interested in earning college credit. The DSST exams are administered on military bases (for military students and their spouses) or at a participating institution. Bachelor's degree seeking students who choose to take the DSST exams can earn up to three college credits and upper or lower level credit. The credits are awarded by the American Council on Education. For information and registration, please visit getcollegecredit.com. Students are strongly encouraged to speak with the Undergraduate Student Success Coach to determine which DSST exams are right for them.

Departmental Assessment

Bachelor's and master's degree-seeking students wishing to earn credit via departmental assessment should contact their Student Success Coach. The requirements for departmental assessment are determined by the academic department chair. To qualify students must demonstrate that they have substantial experience and expertise in the subject area.

Prior Learning Portfolio

The Stevenson University portfolio option provides students with a vehicle for converting into college credit college-level learning that has been achieved through verifiable professional work experiences and other life experiences. It is an option designed to assist the online student in pursuit of a degree. Demonstrating experiential learning through the portfolio benefits the online student by decreasing the number of classroom hours and expense required for

degree completion. Through the portfolio, students systematically demonstrate and document college-level learning equal to specific courses within Stevenson's academic disciplines.

To qualify to petition for prior learning credit through the portfolio, students must meet with Credit for Prior Learning Advisor and be in good academic standing. Undergraduate students must have a cumulative GPA 2.00 on a four-point scale in coursework at Stevenson University. Graduate students must have a GPA of 3.00 on a four-point scale in coursework at Stevenson University.

Up to 30 college credits may be petitioned through the credit for the prior learning option for the bachelor's degree-seeking student, six for the master's degree seeking student. Not all graduate programs permit credit for prior learning. Completed portfolios are reviewed by faculty evaluators who determine a grade of "P" (Pass) or "NC" (No Credits Awarded). Credits are awarded only if students successfully demonstrate that their documented experiential learning meets the requirements of the course petitioned. Awarded credits are posted on the student's transcript and are counted toward degree completion requirements.

Financial Information

Costs

Tuition and Fees (2017–2018)

Bachelor's Degree Seeking Students

Tuition per credit non-nursing	\$450
Tuition per credit RN to BS	\$495

Master's Degree Seeking Students

Tuition per credit*	\$670
Tuition per credit Nursing	\$625
Tuition per credit RN to MS	\$495
Tuition per credit Master of Arts in Teaching	\$475
Tuition per credit Community-Based Education and Leadership	\$495

**Unless listed below*

Certificate Seeking Students

Tuition per credit Community-Based Education and Leadership	\$495
Tuition per credit Literacy Education	\$495
Tuition per credit Population-Based Care Coordination	\$625

Tuition per credit Secondary STEM Teaching and Learning	\$475
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Miscellaneous Fees

Returned Check Fee	\$25
Transcript Fee (per copy)*	\$5
Graduation Fee	\$25

*Normally transcript requests are processed within three working days. Same-day service for transcripts is available for a charge of \$10. Students must make requests for same-day service in person in the Registrar's Office. Official transcripts can also be ordered using WebXpress.

Refund Policy

Tuition is refundable according to the following schedule:

Undergraduate and Graduate Hybrid Courses

Monday after first class meeting	100%
Tuesday after first class meeting and beyond	0%

Undergraduate and Graduate Online Courses

8th calendar day after start of session	100%
9th calendar day after start of session and beyond	0%

Registration fees are not refundable. Students receiving financial aid should review the refund policies described in the section on Financial Aid under Disbursement of Awards.

Financing Options

Stevenson University offers a payment plan option through Tuition Management Systems (TMS). Payment plans allow for smaller, affordable payments instead of paying the balance in one lump sum.

The plan requires regularly scheduled payments over a three or four month period for each semester. The enrollment fee is \$50. This is not a loan program; there are no interest or finance charges. For additional information, contact Tuition Management Systems directly at stevenson.afford.com and select Stevenson University - Online.

Financial Aid

For the most current financial aid information, please refer to the SU Financial Aid Office website at stevenson.edu/finaid.

The website contains detailed information about the types of aid, governing rules, the application process, the Free Application for Federal Student Aid (FAFSA), policies, procedures, and forms. Links to helpful resources such as the U.S. Department of Education and the Maryland Higher Education Commission. Some information and current scholarship announcements are posted on the Financial Aid Office Facebook page at facebook.com/steve.finaid.

Financing higher education is an important concern for many students and parents. Types of financial assistance available to students attending Stevenson University include federal grants and loans, Maryland state grants, and donor scholarships.

Federal Financial Aid Programs

Financial aid funds post to student accounts after the financial aid census date. The census date typically marks the end of the add/drop period for the semester. This is the date we take a "snapshot" of all students' enrollment to establish the "official enrollment" for reporting purposes and financial aid eligibility.

The courses for which a student is registered as of the census date determine the amount of financial aid he/she will receive. Enrollment as of the census date will be compared to the Enrollment Status on the student's Award Letter to determine if the eligibility requirements are still being met for each of the aid programs listed. Award revisions are sent via e-mail to a student's University account. It is possible for a student's aid to be increased, decreased, or even canceled.

If a student increases or reduces the number of credits enrolled in before the census date, the financial aid may be adjusted, as appropriate, for the new enrollment level. If aid is reduced and a balance on the SU account is created, the student will be responsible for payment. If credits are added after the census date, aid will not be increased. Aid may be affected if the student is taking courses that begin after the census date. For example, if a student is enrolled in a traditional undergraduate program and taking a class that starts after the census date, the Federal Pell Grant will not be disbursed until after the last drop date for which the student is enrolled. If the student fails to begin attendance in all classes, the grant will be reduced accordingly. Loans will disburse when the student reaches half-time enrollment. Financial aid may also be affected if a student submits FAFSA information or corrections after the census date.

The Financial Aid Office should be notified immediately concerning any changes in enrollment. Please note:

- Enrollment status is monitored after the drop date for each of the sessions for which a student is enrolled during the semester. Once half-time enrollment is attained, the Financial Aid Office will disburse loan funds. For example, if an undergraduate student is enrolled for three credit hours in 8-week 1 and three credit hours in 8-week 2 during the fall semester, the loan will be disbursed after the 8-week 2 drop date. The student must be enrolled at least half-time at the time of disbursement. Federal grants will post after the LAST drop date for all sessions for which a student is enrolled in the semester.
- State awards post upon receipt of the funds from the state of Maryland; generally, November for the fall semester, March for the spring semester.
- Private scholarships and awards from independent sources will be credited upon receipt of these funds by the Student Accounts Office. Often times, these awards are sent to the University in one check and therefore post as a single disbursement for the fall semester.
- Credit Balance - For those students with a credit balance resulting from financial aid, a refund check will be issued by Student Accounts Office. State aid recipient refund checks may be delayed due to the receipt date of these funds.

Maryland State Programs

The Maryland Higher Education Commission (MHEC) sponsors numerous grant and scholarship programs for Maryland residents. The state of Maryland offers an on-line inquiry system that allows students to view the status of their financial aid application and/or award information.

This can be accessed at mhec.state.md.us/financialAid/OSFAmdcapslive.asp.

The Howard P. Rawlings Educational Assistance Grant is for current high school seniors and full-time, degree-seeking undergraduates may apply for this need-based grant by completing the FAFSA by March 1. Students and their parents (if you are dependent) must be Maryland residents. Audited courses cannot be used to reach the minimum credit hours required for full-time status. Late applicants are placed on a wait list. Annual awards ranging from \$400 to \$3,000 may be renewed annually if the student maintains satisfactory academic progress, completes the FAFSA by March 1, and continues to show financial need. The Howard P. Rawlings Guaranteed Access Grant is available to current high school seniors who will complete a college preparatory program with a minimum, cumulative, unweighted 2.5 high school GPA. Applicants must enroll at a Maryland college or university as a full-time, degree-seeking undergraduate student; meet certain income requirements, which change yearly and are posted on MHEC's webpage and complete the FAFSA. To renew an award, you must maintain satisfactory academic progress, submit the FAFSA by March 1, and continue to demonstrate financial need.

Beginning with freshmen enrolling for the fall 2017 semester, through the Guaranteed Access Partnership Program (GAPP), Stevenson University will provide recipients of the Guaranteed Access Grant with a matching grant, up to the full amount of Stevenson's tuition and fees. As we are unable to award more than the full amount of tuition and fees, please note that the matching funds may replace other Stevenson awards already received. The Senatorial Scholarship Program is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by March 1 and contact their senator in February for further instructions.

The Delegate Scholarship Program is awarded to current high school seniors and students enrolled at least half-time in a degree-seeking, undergraduate or graduate program. Applicants must complete the FAFSA by March 1 and contact their delegates in February for further instructions. A detailed list of all State of Maryland financial aid assistance programs and applications is available on the web site of the Maryland Higher Education Commission at mhec.state.md.us. State financial aid assistance is based on the availability of funds. Information about grants and other financial aid programs for residents of other states can be found at finaid.org and select the link for "US State Government Aid."

Veterans' Benefits

Stevenson University is approved by the Maryland Higher Education Commission for the training of veterans under the Veterans Readjustment Benefits Act of 1966, Public Law 89-358.

A veteran desiring to determine eligibility under any of the VA chapters may obtain information and an application at benefits.va.gov/gibill/apply.asp. After the veteran has received the notice of eligibility, the student should contact the certifying official in the Registrar's Office to request certification of enrollment. The veteran will meet with a certifying official to review all paperwork and complete the necessary forms. Each semester, veterans should complete the Declaration of Intent. This form is available on the Student Menu in WebXpress under Registrar's Office Forms. Submission of the form signals the student's intent to receive veterans' benefits for the upcoming semester.

Tuition Assistance (TA) and Maryland National Guard Benefits

Tuition Assistance (TA) is a benefit paid to eligible Service members. TA is available for courses offered in the classroom or online and is part of an approved academic program or certificate. Please notify the Student Accounts Office of your approved TA documentation. If you are a current active duty Service member, please be sure to speak with your Educational Service Officer (ESO) or counselor within your military service prior to enrolling.

A joint education agreement also exists between the Maryland National Guard, and Stevenson University. Active Guard members receive a 15% tuition discount and should submit appropriate paperwork to Student Accounts to qualify for this discount. Service members desiring information about courses and degree requirements should contact the Registrar's Office.

Post 9/11 GI Bill and Yellow Ribbon Program

The Yellow Ribbon program is part of the Post 9/11 GI Bill specifically designed for students wishing to attend private colleges and universities. This program allows institutions of higher learning to fund tuition expenses that exceed the Department of Veteran Affairs' annual cap. For the 2017-18 academic year, the VA will pay a maximum of \$22,805.34 to any private college or university, based on a student's percentage of eligibility. For eligible students, Stevenson and the VA will divide any remaining tuition and fee charges 50/50 so that they are covered in full. Please note that tuition and fees do not include on-campus housing or meal plan charges; these expenses need to be paid by the student.

Stevenson currently offers unlimited enrollment to eligible students. Only veterans entitled to the maximum benefit rate (based on service requirements) or their designated transferees may receive this funding. Active duty service-members and their spouses are not eligible for this program (child transferees of active duty service-members may be eligible if the service-member is qualified at the 100% rate). Veterans interested in using veterans' educational benefits should submit their application online through the Department of Veterans' Affairs website. The VA will determine eligibility and will send the student a letter which will indicate their percentage of benefits (40-100% based on length of service), as well as the amount of time awarded. For information on how to apply to transfer benefits to dependents, visit the GI Bill's website: gibill.va.gov/benefits/post_911_gibill/transfer_of_benefits.htm. The student should forward the Certificate of Eligibility to the school certifying official in the Registrar's Office as soon as it is received. Any questions regarding the use of educational benefits should be directed to the school certifying official located in the Registrar's Office.

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Awarding of Aid

Cost of Attendance and the Expected Family Contribution

Cost of Attendance (COA or budget) represents a reasonable estimate of the cost of attending the university for a 9 month academic year (fall and spring semesters). The Financial Aid Office determines student budgets every year as a basis for awarding financial aid funds. The student's budget includes direct costs: tuition, fees, room, and board; and indirect costs: allowances for books, supplies, transportation, and personal/miscellaneous expenses. Direct costs are charges for which the student will be billed directly by Stevenson. Indirect charges are costs incurred as a result of going to college, but for which a student is not necessarily billed. Actual charges vary depending on the choice of program, enrollment, and living arrangements (for example, apartment vs. double occupancy). An Estimated Cost of Attendance is posted on the Financial Aid website. Go to stevenson.edu/admissions/finaid and select the link for Policies and Procedures and then select "Determining Financial Aid." The chart is regularly updated to reflect any changes.

The Expected Family Contribution (EFC) is an amount that the student and his or her family is expected to pay toward the cost of attendance; it is not the bill, is not the amount of federal aid the student will receive, and is not the amount the student will pay. It is a number used by the University to calculate how much financial aid a student is eligible to receive.

The EFC is derived from a formula created by the federal government and is calculated based on the information provided on the student's FAFSA. A family's taxed and untaxed income, assets, and benefits all could be considered in the formula. The family size and the number of family members who will attend college during the year are also considered.

Book Vouchers

Under certain circumstances, students may be able to take a credit against their financial aid in the form of a book voucher to purchase required books and supplies from the University Store. To qualify, loans must be certified, and the total aid combined with any other form of payment must

exceed total charges. For more information, contact Student Accounts at 443-334-3500.

Master Promissory Note and Loan Entrance Counseling

To make certain that student loan borrowers are given the most up-to-date information on student loans, all borrowers are required to complete an online entrance counseling session. This information will apply when the student begins repayment of their loans.

First time borrowers are required to complete entrance loan counseling before the Financial Aid Office can process their loan. The purpose of the entrance counseling is to ensure students understand their rights and responsibilities as a new loan borrower as well as the regulations governing each loan program, such as interest rates, grace, deferment/forbearance options, prepayment, consolidation, and other general repayment obligations. Students will be informed of the consequences of not repaying their student loans (default) and of various repayment strategies. Instructions for completing the Entrance Counseling and the Master Promissory Note are included in the publication Financial Aid Award Guide. For more information on the Direct Loan Program, visit the federal website at <https://studentloans.gov>.

All student loan borrowers are required to complete exit counseling before graduating or withdrawing from Stevenson University or ceasing to enroll at least half-time.

Financial Aid Verification

All Federal financial aid programs and many state and University aid programs require the submission of the Free Application for Federal Student Aid (FAFSA).

The IRS Data Retrieval Tool can be used to complete the FAFSA if you choose to use it.

This tool allows students and parents to pull tax information directly from the IRS data base. Many students and parents complete the FAFSA using estimated taxes. The IRS Data Retrieval Tool should be used after the annual tax returns are filed.

Financial aid applicants may be selected for a process called verification by the U.S. Department of Education and SU. This review process requires applicants to submit income documents and other information as requested by the University. Selected applicants will be notified by the SU Financial Aid Office in writing. Failure to provide the required documents or successfully complete the IRS Data Retrieval directly through the FAFSA will prevent the student from being officially awarded.

More information about the verification process and the IRS Data Retrieval Tool may be found on the Financial Aid Office website at stevenson.edu/finaid.

Using Federal Financial Aid to Pay for Repeating a Course

Effective July 1, 2012, a student may use federal financial aid only one time to pay for repeating a course previously passed. If the student received a grade higher than an "F", this is considered passing by the Department of Education regulations and he/she may then only repeat that course one time using federal financial aid. If the student has not received a passing grade previously in the course, there is no limit to how many times the course may be retaken, provided satisfactory academic progress policy guidelines are met. Continually repeating courses may eventually impact the requirements affecting Satisfactory Academic Progress (SAP).

Continued Eligibility

Financial aid awards are valid for one academic year. Students must reapply annually for aid by filing the FAFSA between January 1 and February 15 to ensure maximum consideration of aid.

Stevenson Financial Aid Satisfactory Academic Progress (SAP)

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward their degree requirements. Satisfactory academic progress (SAP) is the term used to define successful completion of coursework to maintain eligibility for student financial aid. Federal regulations require the SU Financial Aid Office to establish, publish, and apply standards to monitor a student's progress towards a degree. Satisfactory academic progress, as described below, is evaluated annually (end of the spring semester) and cumulatively by the Financial Aid Office regardless of whether financial aid was received at the time. Progress is determined quantitatively (credit hours versus hours earned and maximum time frame) and qualitatively (grade point average). Failure to maintain satisfactory academic progress may result in the suspension of financial aid eligibility. The Financial Aid Office will notify students who do not meet the satisfactory academic progress by mail and by email to their University email account.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the University's academic progress policy. These are two distinct and totally separate policies. It is entirely possible to fail to meet minimum standards of one policy and pass the minimum standard of the other.

Undergraduate Students

Quantitative standard: Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (GPA) and make steady progress toward the completion of their degree as listed below. The maximum time frame for program completion of a degree program is defined as 150% of the credits required to complete the degree. For example, a typical bachelor's degree at SU requires 120 credits: $120 \times 150\% = 180$. Therefore, 180 credits is the maximum that can be attempted and receive financial aid.

Students must complete a minimum of 67% of the cumulative courses attempted to remain eligible. Transfer credits accepted by Stevenson University will be included in the progress completion requirement as well as in the maximum attempted credits. Please note, students must graduate with a cumulative 2.00 grade point average.

Attempted credits include the following:

- Graded credits (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, FX, P)
- Incomplete grades (I)
- Withdrawn credits (W, WF)
- Repeat courses (if taken to replace failing grades)
- Audited courses
- Transfer credits
- Remedial courses may be taken up to a maximum of 24 credits only

Qualitative standard: A student must have a minimum grade point average for specific numbers of credits attempted.

- 1-18.5 credits attempted, 1.5 minimum grade point average
- 19-29.5 credits attempted, 1.9 minimum grade point average
- 30+ credits attempted, 2.0 minimum grade point average

Financial Aid Suspension: Students who fail to meet all of the minimum standards listed above at the time of review, will have their financial aid eligibility suspended. Students who have been suspended cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension. There are two ways for a student to regain eligibility:

- The student submits a written appeal in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is then placed on financial aid probation, allowing one additional semester in order to bring the academic requirements up to minimum standards.
- The student attends SU during the suspension semester, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all SAP academic standards.

Appeals Process: Appeals of financial aid satisfactory academic progress suspension must be made in writing to the Financial Aid Appeals Committee. This committee will review the appeal and notify the student in writing of their decision.

The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student's situation that would allow them to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. In addition, students must meet with a staff member from SU Financial Aid office to create an academic plan.

If the appeal is approved, the student will be reinstated for financial aid on probation for one semester. A review of the student's academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if you are now meeting the overall requirements for satisfactory academic progress or successfully following your academic plan, will you be permitted aid for the upcoming semester.

Potential Outcomes:

- Students who now meet the Satisfactory Academic Progress guidelines will have their eligibility reinstated.
- Students who fail to meet all conditions set in their academic plan will forfeit their eligibility to receive further financial aid. They can apply to be reinstated once they meet the University's standards. Students who have been given a second chance to receive aid are expected to meet all requirements set forth in their academic plan. Appeals will only be accepted from students who experienced a one-time, unexpected, serious event that precluded them from meeting the conditions of the academic plan.
- Students who met all the conditions of their academic plan but still do not meet the University's regular academic standards may be allowed to continue with financial aid. The Financial Aid Appeals Committee may make changes to the student's original academic plan based on any changes in the student's situation. Students who meet all conditions of their current

academic plan will be allowed to continue to participate in the aid programs on a semester by semester basis.

Graduate Students

Quantitative and Qualitative standard: To be eligible for financial aid, you must enroll in a graduate degree program and:

- Maintain a 3.0 minimum cumulative grade point average, and
- Earn your degree within the first 54 attempted credits based on a maximum time frame of 150%. All semesters and credit hours attempted including all repeated courses, failed courses, withdrawals, courses taken from a change in major, and transfer credits will count as credit hours attempted toward the maximum time frame.

Financial Aid Suspension: Students, who fail to meet all of the minimum standards listed above at the time of review, will have their financial aid eligibility suspended. Students who have been suspended cannot merely skip a semester to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension. There are two ways for a student to regain eligibility:

- The student submits a written appeal (see Appeals Process below) in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is then placed on financial aid probation, allowing one additional semester in order to bring the academic requirements up to minimum standards.
- The student attends Stevenson University during the suspension semester, pays for tuition and fees without the help of financial aid, and does well enough to satisfy all SAP academic standards.

Appeals Process: Appeals of Financial Aid Satisfactory Academic Progress Suspension must be made in writing to the Financial Aid Appeals Committee. This committee will review the appeal and notify the student in writing of their decision.

The appeal letter must address the extenuating circumstance(s) as to why satisfactory academic progress was not made, and what has changed in the student's situation that would allow them to now demonstrate satisfactory progress after the probation semester. Extenuating circumstances can include, but are not limited to, illness, death of a family member, family difficulties, financial difficulties, etc. In addition, students must meet with the Dean of Stevenson University Online (or a chosen representative) to create an academic plan. If the appeal is approved, students will be reinstated for financial aid on probation for one semester. A review of the student's academic performance in that semester will be reviewed to determine the status for the upcoming semester. Only if you are now meeting the overall requirements for satisfactory academic progress or successfully following your academic plan, will the student be permitted aid for the upcoming semester. Students who fail to meet the conditions outlined in their academic plan during the probationary semester will be able to submit a subsequent appeal.

Potential Outcomes:

- Students who now meet the Satisfactory Academic Progress guidelines will have their eligibility reinstated.
- Students who fail to meet all conditions set in their Academic Plan will forfeit their eligibility to receive further financial aid. They can apply to be reinstated once they meet the University's standards. Students who

have been given a second chance to receive aid are expected to meet all requirements set forth in their Academic Plan. Appeals will only be accepted from students who experienced a one-time, unexpected, serious event that precluded them from meeting the conditions of the Academic Plan.

- Students who met all the conditions of their Academic Plan but still do not meet the University's regular academic standards may be allowed to continue with financial aid. The Financial Aid Appeals Committee may make changes to the student's original Academic Plan based on any changes in the student's situation. Students who meet all conditions of their current Academic Plan will be allowed to continue to participate in the aid programs on a semester by semester basis.

Return of Title IV Funds Policy

This Return of Title IV Funds (R2T4) policy applies to anyone who receives federal financial aid, has begun classes, and subsequently either withdraws from the courses the student was scheduled to complete and/or receives all failing grades during the payment period. (We have three payment periods at Stevenson University: fall semester, spring semester and summer semester.)

Overview of the R2T4 Policy

When a student withdraws from his/her courses, for any reason including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds the student was originally scheduled to receive. Stevenson University follows the federally prescribed policies and procedures for calculating whether the student has earned all or a portion of their federal financial aid.

For students in accelerated courses (sessions) within the 16 week payment period, such as 8 week 1, 8 week 2, and/or any other variable length course that is not scheduled to run the entire 16 weeks, we are required to review each session individually. This means that even if a student successfully completes one session and subsequently withdraws from a later term within the same payment period, we still must review eligibility under the most recent federal guidance.

Stevenson University is required to return all unearned federal aid attributed to school charges. This means that a portion of the student's tuition and fees is no longer covered by financial aid, and the student is liable for paying the balance of school charges. This amount will be subject to immediate repayment and no further registration activity will be allowed and official transcripts will not be released until the balance is paid in full.

Stevenson University's tuition refund policy will not affect the amount of Title IV aid the student has earned as described in this document. The tuition refund policy is located at: stevenson.edu/about/campus-services/student-accounts/.

Withdrawal Date

For an official withdrawal, the effective withdrawal date is the first date of notification by the student to SU. Students should complete the withdrawal form located at stevenson.edu/about/campus-services/registrar/. Stevenson University Online (SUO) students should use the "Accelerated Class Withdrawal Form." If a student does not follow the official withdrawal procedure and subsequently earns a grade of FX, the effective withdrawal date must be determined on a case by case basis.

Stevenson University may use a last date of attendance at an academically related activity for the effective withdrawal

date if the last date a student attended class or submitted coursework is verified by an employee at Stevenson University (or an employee at one of our consortium institutions) who has sufficient knowledge of a student's academic participation, or if there is an emergency situation (death, incapacitation, etc.) and there is third party documentation that verifies a student has not academically participated. In the case of unofficial withdrawals, Stevenson University does not accept a student's self-reported last date of attendance.

Regulations require schools to perform calculations within 30 days from the date the school determines a student's withdrawal and to process the actual return of funds within 45 days of the student's withdrawal.

Return of Title IV Funds Process - The Financial Aid office follows the instructions outlined in the federal worksheet when calculating Title IV earnings according to the following steps.

Step 1: Student's Title IV Aid Information:

- The total amount of Title IV aid disbursed (if any) for the session in which the student withdrew. (A student's Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew.)
- The total amount of Title IV aid disbursed plus the aid that could have been disbursed (if any) for the session in which the student withdrew.

Step 2: Percentage of Title IV Aid Earned

The Financial Aid Office will calculate the percentage of aid earned as follows:

- For students attending non-accelerated courses, the number of calendar days completed by the student divided by the total number of calendar days in the payment period (weekends included) in which the student withdrew minus any scheduled breaks of 5 days or more.

Days Attended (minus scheduled breaks if attended through that period)/Days in Payment Period (minus scheduled breaks) = Percentage Completed

- For students attending SUO courses within the payment period, the number of calendar days completed by the student divided by the total number of calendar days in the payment period (weekends included) in which the student withdrew minus any days the student was not scheduled to attend (unscheduled breaks) and any scheduled breaks of 5 days or more.

Days Attended (minus scheduled breaks if attended through that period)/Days in Payment Period (minus scheduled or unscheduled breaks) = Percentage Completed

Please note: If the calculated percentage exceeds 60%, then the student has "earned" all aid for that period.

Step 3: Amount of Title IV Aid Earned by the Student

The Financial Aid Office will calculate the amount of aid earned as follows:

- The percentage of Title IV aid earned (Step 2) multiplied by the total amount of Title IV aid disbursed or by what could have been disbursed for the payment period in which the student withdrew (Step 1).

Total Aid Disbursed x Percentage Completed = Earned Aid

Step 4: Amount of Title IV Aid to be Returned or Disbursed

- If the aid already disbursed equals the earned aid, no further action is required.

- If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program in accordance with the federal guidelines. Go to Step 5.
- If the aid already disbursed is less than the earned aid, the Financial Aid Office will calculate a Post-Withdrawal Disbursement. If this post-withdrawal disbursement contains loan funds, the student will be notified and will need to accept or decline these funds. (A student should evaluate the situation as not to incur additional debt unnecessarily.)

Total Disbursed Aid - Earned Aid = Unearned Aid to be Returned

Step 5: Amount of Unearned Title IV Aid to be Returned by the School

- Add the total of institutional charges for the period.
- Multiply the percentage of unearned aid by the institutional charges.
- Calculate the lesser amount of the Title IV aid to be returned with the amount of unearned charges. This equals the amount of Title IV funds to be returned by the school.

Step 6: Order of Returned Funds by the School

The order of return of funds is proscribed by the Department of Education regulations as follows:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal Perkins Loans
4. Federal PLUS Loans (both Parent and Graduate)
5. Federal Pell Grants
6. Academic Competitiveness Grants (ACG)
7. National SMART Grants
8. Federal Supplemental Educational Opportunity Grants (FSEOG)
9. Federal TEACH Grants

The student's grace period for loan repayments for Federal Unsubsidized and Subsidized Direct Loans and Federal Perkins Loans will begin on the day of the withdrawal from the University. The student should contact the servicer if he/she has questions regarding the grace period or repayment status. If the student is not returning to Stevenson University, exit counseling should be completed online at nslds.ed.gov/nslds_SA/.

Step 7, 8, 9, & 10: Unearned Title IV Funds Due Directly from the Student

- Subtract the amount of Title IV aid being returned by the school from the amount of Title IV aid to be returned. If the amount is greater than zero, subtract the total loan funds the school must return from the total amount of net loans disbursed to the student. If the amount is less than or equal to the total, the school will notify the holder of the loan and Federal Direct loan funds are paid back to the lender by the student in accordance with the terms of the borrower's promissory note.
- If the amount is greater than the total, subtract the unearned Title IV aid due from the student with the amount of loans to be repaid by the student.
- Multiply the amount of Title IV grant aid that was or could have been disbursed by 50%, this is the amount of grant protection available.

- Subtract the initial amount of Title IV grant funding for the student to return with the grant protection. If this amount is less than or equal to zero, no further action is necessary.
- If the amount is greater than zero, the student must return the funds as proscribed by the Federal guidelines.

Notification

Students will receive a revised award letter indicating the actions taken by the Financial Aid office, including any information on funds that may have been returned to the federal aid program(s) on behalf of the student.

Example of Return of Funds Calculations

In the following example the student's institutional charges will be adjusted by the amounts that must be returned to the Title IV programs. Please note that charges used in these examples may not reflect true University charges.

The student lives off campus. The charges are as follows:

The student withdraws on 9/21. This is day 22 out of 106 days in the term. $22/106 = 20.8\%$ of Title IV funds earned by the student. Title IV funds total = \$3205.00 (\$537.00 + \$2668). $\$3205.00 \times 20.8\% = \$667.00$ Title IV funds earned.

Title IV funds to be returned: $\$3205.00 - \$666.64 = \$2538.36$ to be returned to Federal Programs.

Unearned Title IV funds due from the University:
Institutional charges = \$2067.00; unearned Title IV = 79.2% ($100\% - 20.8\%$); $\$2067 \times 79.2\% = \$1637.00$. This will become a balance due on the student account since Return of Title IV Funds calculation is required.

Stevenson University must return \$1637.00 of the Title IV funds. The Financial Aid Office will reduce the Subsidized Federal Direct Loan by this amount since this type of aid is ahead of Federal Pell Grant on the federal order list. The amount of overall student loan debt is reduced.

Unearned Title IV funds to be returned by the student:
Unearned Title IV aid to be returned - amount returned by Stevenson University = amount to be returned by student: $\$2538.36 - \$1637.06 = \$901.30$ to be returned by Student A.

Note: Loan amounts to be returned by student (or parent in the case of a PLUS loan) are returned in accordance with the terms of the promissory note.

How can a student attending accelerated courses (sessions) determine if they are a withdrawal for Title IV purposes?

1. After beginning attendance in the payment period, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, go to question 2.
2. When the student ceased to attend or failed to begin attendance in a course he or she was scheduled to attend, was the student still attending any other courses? If the answer is yes, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply. If the answer is no, go to question 3.
3. Did the student confirm attendance in a course in a term beginning later in the payment period? If the answer is yes, this is not a withdrawal, unless the student does not return. If the answer is no, this is a withdrawal.

Take, for example, a student who is a recipient of Title IV program funds who is scheduled to complete two courses in each of the first two of three sessions within the payment period (5 week 1 and 5 week 2).

Scenario 1: The student begins attendance in both courses in the first session, but ceases to attend both courses after just a few days and does not confirm that he/she will return to any courses in sessions two or three. The student is a withdrawal because he or she ceased to attend courses he/she was scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a session beginning later in the period (No to question 3).

Scenario 2: The student begins attendance in both courses in the first module, but withdraws from just one of the courses after just a few days. The student is not a withdrawal. Although the student ceased to attend a course he or she was scheduled to attend (Yes to question 1), the student was still attending another course (Yes to question 2).

Scenario 3: If the student completes both courses in term one, but officially drops both courses in term two while still attending the courses in term one, the student is not a withdrawal. Because the student officially dropped both courses in module two before they began, the student did not cease to attend or fail to begin attendance in a course he or she was scheduled to attend (No to question 1). However, because the student did not begin attendance in all courses, other regulatory provisions concerning recalculation may apply.

Scenario 4: If the student completes both courses in session one, starts attending both courses in session two but withdraws from both of these courses, the student is a withdrawal. Although the student successfully completed the first module, the student ceased to attend courses he or she was scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a term beginning later in the period (No to question 3).

Intent to Enroll: Confirmation of Attendance in a Future Module during the Payment Period

As mentioned in the above scenarios, when it is determined that a student has withdrawn, students must confirm attendance in a future course within the same payment period, even if the student is already registered for future courses. You can confirm attendance by completing the bottom section of the online Accelerated Class Add/Drop or Withdrawal Forms. This form allows us to suspend the Return of Title IV Funds Calculation. As long as the student successfully completes the future course(s) within the current payment period, no other action will be necessary.

Academic Information

SEE: The Stevenson Educational Experience

The Stevenson Educational Experience (SEE) is academically grounded in the liberal arts and sciences while at the same time integrating experiential scholarship, ethical reasoning, and career readiness, thereby preparing graduates for learning and for living. Regardless of the student's major area of study, SEE emphasizes both intellectual and practical skills, using inquiry-based methods to promote critical and creative thinking into matters ranging from personal to social to national to global. By requiring firsthand experience, SEE assures that graduates will be prepared to synthesize what they have learned and apply it in solving the complex challenges they will face in life. By setting a standard for ethical reasoning, SEE helps students develop patterns of applying those principles personally, academically, and professionally so as to demonstrate their integrity. At its essence, SEE offers students the opportunity to explore diverse perspectives, acquire expertise in an academic discipline, and develop the professional and personal skills necessary for life beyond college.

See it. Do it. Live it.

The SEE Student Learning Goals and Outcomes

SU Goal No. 1: Intellectual Development (ID)

The SU graduate will use inquiry and analysis, critical and creative thinking, scientific reasoning, and quantitative skills to gather and evaluate evidence, to define and solve problems facing his or her communities, the nation, and the world, and to demonstrate an appreciation for the nature and value of the fine arts.

Outcomes, Goal 1:

The SU graduate will be able to:

1. Apply knowledge of creative processes to express aesthetic principles.
2. Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex problems, and to use data to communicate effectively.
3. Define problems, gather accurate and relevant data using technology and texts, interpret these data and texts appropriately, and devise well-reasoned solutions.
4. Apply the elements, standards, and processes of critical thinking, creative thinking, and scientific reasoning.
5. Function effectively as part of a team to solve problems, engaging team members in productive ways, supporting a constructive team climate, and managing conflict.

6. Demonstrate competency in technology appropriate to the discipline and integrate its use into the problem-solving process.

SU Goal No. 2: Communication (C)

The SU graduate will communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.

Outcomes, Goal 2:

The SU graduate will be able to:

1. Articulate an understanding of the multiple ways of reading and the range of interpretive strategies in a given community of readers.
2. Demonstrate awareness of context, audience, and purpose in the performance of assigned tasks, using appropriate and relevant verbal and non-verbal means.
3. Use language choices that are thoughtful and appropriate and that generally support the effectiveness of the message being communicated in varied contexts.

SU Goal No. 3: Self, Societies, and the Natural World (SSNW)

The SU graduate will consider self, others, diverse societies and cultures, and the physical and natural worlds, while engaging with world problems, both contemporary and enduring.

Outcomes, Goal 3:

The SU graduate will be able to:

1. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems.
2. Explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.

SU Goal No. 4: Experiential Learning (EL)

The SU graduate will connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.

Outcomes, Goal 4:

The SU graduate will be able to:

1. Compare life experiences and academic knowledge to infer situational similarities and differences and connect examples, facts, or theories from more than one field of study or perspective.
2. Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.

SU Goal No. 5: Career Readiness (CR)

The SU graduate will demonstrate personal direction, professional know-how, and discipline expertise in preparation for entry into the workplace or graduate studies.

Outcomes, Goal 5:

The SU graduate will be able to:

1. Imagine and articulate a personal direction following realistic self-appraisal and reflection.
2. Utilize professional skills and tools to navigate challenges and opportunities.
3. Demonstrate the discipline expertise necessary to be competitive in a chosen career.

SU Goal No. 6: Ethics in Practice (EIP)

The SU graduate will practice integrity in the academic enterprise, professional settings, and personal relationships.

Outcomes, Goal 6:

The SU graduate will be able to:

1. Think critically about complex ethical issues.
2. Practice the highest ethical standards of a profession.
3. Complete academic or professional assignments in an ethical manner.
4. Engage in behaviors that constitute a pattern of personal integrity.

University Degree Requirements

Traditional Bachelors' Degrees

The University offers bachelors' degrees in the following 28 disciplines: accounting, applied mathematics; biochemistry; biology; business administration; business communication; business information systems; chemistry; computer information systems; criminal justice; digital marketing; early childhood education; liberal arts and technology; elementary education; liberal arts and technology; English language and literature; environmental science; fashion design; fashion merchandising; film and moving image; human services; interdisciplinary studies; medical laboratory science; middle school education; liberal arts and technology (with a concentration in English/Language Arts and Social Studies or Mathematics and Science); nursing; legal studies; psychology; public history; theater and media performance; and visual communication design.

Online Bachelor's Degree Programs

Stevenson University Online offers bachelor's degree programs for online learners. Online programs have the same curricular requirements as on campus programs, but with a few modifications, primarily in delivery modes. Courses are offered in the evening and online, making them convenient for adults who are working. Online bachelor's degrees are offered in the following fields:

- Business Administration
- Business Communication
- Business Information Systems
- Computer Information Systems
- Criminal Justice
- Interdisciplinary Studies
- Legal Studies
- Nursing
 - Associates to Bachelor's (ATB)
 - RN to BS option

Requirements for the Bachelor's Degree

In order to obtain a bachelor's degree from Stevenson University, a student must:

- Earn a minimum of 120 credits, which must include a minimum of 15 credits at the 300- or 400- level.
- Complete the SEE requirements.
- Complete the courses required by the major. Note – Grades of "I" (Incomplete) must be cleared from the student's record.
- Achieve a cumulative grade point average (GPA) of at least 2.00; the GPA is calculated on the basis of work done at Stevenson University only.
- Earn a minimum cumulative GPA in the major of 2.00 or higher. Many majors have additional GPA requirements; please consult the "Fields of Study" section for specific requirements.
- Earn at least 30 credits at Stevenson University.
- Earn the final 30 credits at Stevenson University.*
- Comply with all policies, procedures, and regulations of the University.
- File the official Application for Graduation in accordance with published deadlines.

Note: Students are permitted to participate in approved international and off-campus study programs in their last 30 credits.

The Stevenson Educational Experience Requirements for the Bachelor's Degree

As part of the Stevenson Educational Experience (SEE), Stevenson University requires all bachelor's degree-seeking students to complete 15 credits of writing and communication coursework and a minimum of 37-39 credits in distribution areas in liberal arts and sciences. It is expected that courses in a student's major field of study will round out the learning goals and outcomes that constitute the Stevenson Educational Experience.

SEE credits/courses may be included in the major program requirements unless otherwise specified (see major program descriptions); however, within the liberal arts and sciences distribution requirement, no single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement. Within the writing and communication requirement, it is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Students must earn a minimum grade of "C" in courses that are used to fulfill the SEE requirement.

Writing and Communication Requirement (15 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE Writing and Communication requirement: two writing instruction courses, two writing-intensive (WI) courses, and one communication-intensive (CI) course.

- Two writing instruction courses:
 - ENG 151 (3 credits)
 - ENG 152 (3 credits)
- Two WI courses and one CI course
- WI Courses:
 - A minimum of 2 WI courses are required. Courses that fulfill the WI requirement are certified by the WI label in the course description.

- At least one WI course must be in the student's major area of study.
- One WI course must be at the 200-level
- One WI course must be at the 300-level or 400-level.
- CI Course:
 - One CI course is required. Courses that fulfill the CI requirement are certified by the CI label in the course description.

Please note: A single course may fulfill either a WI or CI standard. No single course may count as both writing intensive and communication intensive. It is permitted but not required for a single course to fulfill either a WI or CI requirement and a liberal arts and sciences distribution requirement.

Liberal Arts and Sciences Distribution Requirement (37-39 credits).

All bachelor's degree-seeking students must complete courses that fulfill the SEE liberal arts and sciences distribution requirement. No single course may count in more than one distribution area for the purpose of fulfilling the SEE requirement, even though a course may meet the standards in more than one distribution area. Students must complete the required number of credits in each of the four areas described below: humanities, science and mathematics, social sciences, and fine arts.

Humanities (HUM; 12 credits)

Four courses in at least three different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., PHIL, REL). Courses that fulfill the humanities distribution requirement are certified by the HUM label in course descriptions.

ENG 151 and ENG 152 may not be used to fulfill this requirement.

Science and Mathematics (SR, SR-L, QL; 10–12 credits)

Three courses in at least two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., BIO, PHYS). Courses that fulfill the science distribution requirement are certified by the Scientific Reasoning (SR) or Scientific Reasoning-Laboratory (SR-L) label in course descriptions. Courses that fulfill the math distribution requirement are certified by the Quantitative Literacy (QL) label in course descriptions.

One course must be a laboratory science (SR-L)

One course must carry the MATH designation and QL label (excluding MATH 132 or MATH 201).

Social Sciences (SS; 6 credits)

Two courses in two different discipline areas are required. The discipline areas are represented by the course prefix designators that precede the course number in the catalog (e.g., GEO, SOC). Courses that fulfill the social science distribution requirement are certified by the SS label in course descriptions.

Fine Arts (FA; 3 credits)

One course in the fine arts is required. Courses that fulfill the fine arts distribution requirement are certified by the FA label in course descriptions.

Foreign Language (6 credits)

Candidates for the Bachelor of Arts degree must complete six credits of foreign language at the 200-level or higher.

Please note: SEE requirements were implemented in the 2014-2015 academic year. For the 2014-15 academic year, courses that had previously counted as fulfilling the University's general education requirements counted toward fulfilling SEE requirements. For the 2015-2016 academic year and beyond, the only courses that will fulfill the SEE requirements (in addition to ENG 151 and ENG 152) are those certified with the appropriate label in the course description (CI, FA, HUM, QL, SR, SR-L, SS, WI).

Guide to Abbreviations

C – Communication

CI – Communication Intensive

CR – Career Readiness

EIP – Ethics in Practice

FA – Fine Arts

HUM – Humanities

ID – Intellectual Development

QL – Quantitative Literacy

SR – Scientific Reasoning

SR-L – Scientific Reasoning-Laboratory

SS – Social Sciences

SSNW – Self, Societies, and the Natural World

WI – Writing Intensive

Minors

In order to enhance the university experience and assist in the development of *Career Architecture*SM, Stevenson University offers students the opportunity to structure and to pursue a minor field of study separate from and in addition to the student's major field of study. The minors program allows students to expand their career options and professional flexibility, to develop skills to be applied to graduate or professional programs, and to pursue personal or intellectual interests. The minor option represents a significant opportunity for students to assess their needs and aspirations and to construct their own courses of study at Stevenson. All students are encouraged to consider the minor option, but students are not required to pursue or complete a minor in order to complete a degree. Students who wish to minor in a particular field or discipline can structure a minor course of study with the assistance of an academic advisor, and they must declare their intentions to the Registrar's Office. Minors must be declared prior to the student's final semester.

The following policies must be followed in order to be awarded a minor:

- The minor consists of at least six courses (for a minimum of 18 credit/contact hours) in a particular discipline. For departments that offer bachelor's degrees, these courses must come from the major program requirements within the discipline.
- All courses taken for a minor must be in the same discipline.
- These courses may be at any level, but students must meet all regular prerequisites before taking any course.
- At least nine of the total credit hours for the minor must be taken at Stevenson University.
- Students may not apply for a minor after the bachelor's degree is awarded. Upon graduation, the

student's transcript will indicate the minor course of study that the student has completed.

Please see program descriptions for additional guidelines.

Minors in the following fields can be completed through online or hybrid course work:

- Criminal Justice
- Information Systems
- Legal Studies (This minor is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. LAW 102, a prerequisite for all LAW courses, and some core LAW courses are offered in hybrid format.)
- Management

Additional minors are available through the traditional undergraduate program. Please consult the Undergraduate Catalog for more information.

Second Bachelor's Degrees

The second bachelor's program is designed to meet the needs of graduates who wish to attain proficiency in another major field. To qualify for admission, students must hold a baccalaureate degree from a regionally accredited institution. A maximum of 90 transferable credits from a bachelor's degree program from an accredited institution may be applied toward the second bachelor's degree. The transferability of credits from a non-regionally accredited institution may be considered upon the receipt of documentation that provides course information, equivalencies, and learning outcomes. It is the student's responsibility to provide such documentation.

In addition the student must fulfill all major requirements for the new program and must take the final 30 credit hours at Stevenson University. These 30 credits may not be met through the credit for prior learning option. To become fully acquainted with the program and its advantages, students should arrange for an appointment with the appropriate department chair or program coordinator. At that time, questions regarding formal admission, academic requirements, course load, and other topics can be discussed in detail. Students should bring copies of their college transcripts to this appointment.

Students who are earning two bachelor's degrees at Stevenson University must complete all program requirements for each degree as well as complete a minimum of 30 credits which count only toward the second bachelor's degree. These courses may consist of program requirements and general electives (if needed). To complete the second degree, students must have earned a minimum of 150 credits.

Bachelor's to Master's Degree Options

Highly motivated and academically qualified undergraduates may accelerate their undergraduate studies and earn both a bachelor's and a master's degree in as few as five years through the Bachelor's to Master's Degree option. Transfer students are also eligible to apply for the Bachelor's to Master's Degree option.

For more information on these options, see the *Admissions* (p. 24) section of this catalog.

Master's Degrees

Stevenson University currently offers the following Master of Arts degrees:

- Community-Based Education and Leadership (CBEL)
- Master of Arts in Teaching (in the following certification areas)
 - Secondary Biology
 - Secondary Chemistry
 - Secondary Mathematics
 - Secondary Physical Science
 - Secondary Physics
 - Secondary Earth and Space Science

Stevenson University currently offers the following Master of Science degrees:

- Business and Technology Management
- Communication Studies
- Crime Scene Investigation
- Cyber Forensics
- Digital Forensics
- Forensic Accounting
- Forensic Investigation
- Forensic Sciences
- Forensic Studies
- Healthcare Management
- Nursing

Requirements for the Master's Degree

Stevenson University Online offers master's degrees in a variety of majors. In order to obtain a master's degree from Stevenson University, a student must:

1. Complete all courses required by the degree.
2. Achieve a minimum GPA of 3.00.
3. Earn at least 30 credits of the degree at Stevenson.
4. Comply with all policies, procedures, and regulations of the University.
5. File the official Application for Graduation in accordance with published deadlines.

Additional Learning Opportunities

Experiential Learning

Experiential learning involves a process of learning, doing, and reflecting and provides you with the opportunity to acquire first-hand experience. Experiential learning will empower you to connect ideas and experiences from a variety of contexts, synthesizing and transferring what you have learned in the classroom to situations beyond the classroom. As a Stevenson student, you are offered a variety of experiential learning opportunities, including internships, service-learning, undergraduate research, clinical experiences and practicums, as well as international and off-campus study.

International and Off-Campus Study

Stevenson University offers exciting international and domestic study opportunities for academic credit. Students can choose from a variety of SU faculty-led travel courses or approved affiliate programs in one of 50 countries around the world, including the United States. Internships and service-learning options are also

available. Terms include fall and/or spring semester, Winterim, summer and Spring Break. Participation requires an application be submitted by stated deadlines. Costs vary, with many options allowing financial aid and scholarships to be applied. Additional scholarships are also available (see www.stevenson.edu/academics/study-abroad/scholarships). It is recommended that students confer with their academic advisors early on in their time at SU to plan an international or domestic study experience into their overall academic program. Engaging in off-campus programs directly enhances Stevenson's mission to graduate students with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Questions regarding international and off-campus study should be directed to the Associate Dean, Study Abroad. For more information, please see the Office of International and Off-Campus Study's portal page.

Internships

Internships are academic courses offered either as electives or requirements by the majors. Consult each program section in the *Fields of Study* section of this catalog for more detailed information.

Students can also explore internship opportunities through Handshake, an online employment database maintained by Career Services. The Career Services staff is available to assist students with resume and cover letter writing and interview preparation skills, as well as techniques for searching for internships. Internships.com is another resource available through Blackboard. All credit-bearing internships must be approved by the appropriate program coordinator, department chair, associate dean, or school dean. Students must secure an internship and register for the coordinating course prior to the semester in which they plan to complete the internship.

Courses at Another Institution

Baltimore Student Exchange Program

Stevenson University students have the opportunity to participate in the Baltimore Student Exchange Program (BSEP), which generally allows them to enroll at other local colleges and universities without incurring additional tuition charges, though some fees may apply. The course credits and grades will be calculated into the student's GPA as if the courses were taken at Stevenson. Students must be full-time at Stevenson and can take no more than two courses per year at another participating institution on a "space available" basis. Students who participate in the BSEP must comply with all deadlines and other regulations at the visiting institutions. Registration for BSEP courses typically occurs just prior to the start of a given semester. For the Baltimore Student Exchange Program Registration Request Form, see the Academic Affairs portal site. For additional information contact the BSEP coordinator in the Office of the Registrar.

The other colleges and universities participating in BSEP are Baltimore Hebrew Institute at Towson University, Coppin State University, Goucher College, Loyola University MD, MD Institute College of Art, Morgan State University, Notre Dame of MD University, Peabody Institute of Johns Hopkins University, Towson University, UMBC, and University of Baltimore.

Other Institutions

After degree-seeking students have matriculated at Stevenson University, transfer of courses from other institutions requires advance approval on the form entitled Request to Take Courses at Another Institution. Approval of these requests is based on clear evidence that such courses are comparable to the Stevenson University courses. Courses included on the course equivalency grid have already received thorough vetting by the appropriate associate dean, department chair, or program coordinator. Approval of courses not appearing on the course equivalency grid is made by the associate dean, department chair, or program coordinator of the department offering the course. Students are strongly advised to consult with their advisors prior to seeking permission to take a course at another institution to determine how the course applies to their degree audit.

The following guidelines apply:

1. Students may take up to 3 courses at another institution. Lecture/laboratory courses count as one course.
2. Courses may not be taken elsewhere during Fall and Spring semesters if they are being offered at Stevenson.
3. If a course taken off-campus is going to be used to fulfill a SEE requirement, the course must be equivalent to the SEE-certified course at Stevenson.
4. All major requirements must be taken at Stevenson University. When a major requirement also fulfills a SEE requirement, it may be taken outside of Stevenson provided other policy provisions are met.
5. Because the curriculum is based on a special commitment to writing, all writing instruction and writing-intensive courses must be taken at Stevenson University.
6. The last 30 credits must be taken at Stevenson University. Students are permitted to participate in approved international and off-campus study programs in their last 30 credits.

Academic Standing and Grading Information

Calculation of Class Level

An undergraduate student's class level is determined by the number of completed credits as follows. Please note class level does not always determine the class level within a particular major.

Class Level	Completed Credits	Class Year
Freshman	0 to 26.5	First
Sophomore	27 to 54.5	Second
Junior	55 to 89.5	Third
Senior	90 or more credits	Fourth

Undergraduate Grading Scale and Grading System

In general, the grading scale in the table below serves as the basic numeric standard that faculty use in evaluating student performance. Grading systems may vary according to discipline and instructor preferences. Some grading practices recalculate "on the curve," while others

use only letter grades without assigning numeric values, and still other grading protocols may also exist. In all cases of variance from the standards below, the instructor will explain the grading system clearly on the course syllabus. When a standard numeric scale is used, the instructor will base grades on the standard below.

The academic standing of a student is determined by the quality and quantity of his or her work. A student's grades are based on the level of achievement in class work and by mastery demonstrated on examinations and other projects. Midterm grades are advisory; the semester grades determine actual academic standing.

Students' final grades are posted on WebXpress at the end of the session or semester. If needed, students may obtain an official grade report by contacting the Registrar's Office.

The grading system for undergraduate students is provided.

Grade	Numeric Standard	Quality Points Awarded
A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C-	70–72	1.7
D+	67–69	1.3
D	60–66	1.0
F	0–59	0.0

FX Student stops attending classes prior to the withdrawal deadline, yet fails to officially withdraw. This is calculated as a grade of "F" in the GPA.

WF Course withdrawal after the specified term deadline. This is calculated as a grade of "F" in the GPA.

W Course withdrawal within the specified term deadline. This is not calculated in the GPA.

AUD Audit (see additional information below). This is not calculated in the GPA.

I Incomplete (see additional information below). This is not calculated in the GPA.

P/NC Pass or No Credit (see additional information below). This is not calculated in the GPA.

Graduate Grading Policy

A student's performance in a course will be measured in accordance with the following grading system.

A = 4.0	Excellent: Outstanding achievement and initiative exceeding course requirements.
B = 3.0	Good: Work meeting minimum course requirements at the graduate level.
C = 2.0	Unsatisfactory: Work failing to meet the minimum course requirements. It is the lowest possible passing grade.
F = 0.0	Failure: Academic Probation

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program.

The grade of "B" represents work meeting minimum course requirements at the graduate level. The student receiving a grade of "B" has consistently demonstrated a complete understanding of the material and concepts presented throughout the course. Additionally, the student has completed all course requirements on time, exhibited enthusiastic interest in topics and discussions and is able to present and apply course concepts in a clear and organized manner, both orally and on written tests.

The grade of "A" is awarded only to those students who fully meet the above standard, who additionally demonstrate exceptional comprehension and application of the course material, and demonstrate initiative in exceeding course requirements.

Grade Point Average

Academic standing, graduation, and honors are based on the grade point average. To calculate the cumulative GPA, total the credit hours and then the grade points from all semesters. Divide the total grade points by the total credit hours. The grade points allotted to each letter grade are listed in the Grading System (p. 42) section of the catalog.

Auditing Courses

An undergraduate student may audit a course if it is open for enrollment. Students may change an audit to a credit course only during the first week of class. Students may change a credit course to an audit until the last day to withdraw with a "W." Any requests to change a

course's status must be made in writing to the Registrar's Office. Changing a course to "audit" may have financial aid implications and will also make an athlete ineligible if the athlete is no longer full-time. Courses that are audited are the same cost as courses that are taken for credit, and no academic credit is earned for an audited course. Students who change a course to audit status are expected to attend the class.

Graduate students and bachelor's to master's degree seeking students are not permitted to audit graduate-level courses.

Course Withdrawal

To withdraw from a course, online bachelor's and master's degree seeking students should contact their Student Success Coach.

Students may withdraw from a course only during the published withdrawal dates. Students withdrawing from a course during this period will have a "W" recorded on their transcript; a grade of "W" does not affect the GPA. The last date for withdrawal from a course without penalty is listed in the academic calendar for each semester. Withdrawing from a course after the published withdrawal date results in a grade of "WF."

Incompletes

A grade of incomplete (I) will only be granted by written request by the student and is subject to the approval of the faculty member and the Department Chair or Program Coordinator of the major in which the course resides. The Request for Incomplete Grade form is available through the Student Menu in WebXpress under the Registrar's Office forms. Incompletes are granted only when a student has completed at least 75% of the course, requirements and circumstances such as illness, death in the family, or a documented crisis situation prevent the student from completing the course by the end of the semester. A grade of incomplete must be requested prior to the end of the semester or session in which the student is taking the course. A student must submit to his/her instructor the work outlined on the submitted Request for Incomplete Grade form no later than 30 days after the last day of the semester. The instructor then has 5 days to submit a change of grade form to the Registrar's Office. If a change of grade form is not submitted within this timeframe (35 days from the last day of the semester), the grade of "I" will automatically convert to a grade of "F." Exceptions to this policy require special review by the Dean of the School in which the course resides.

Online Course Non-Participation Policy

Stevenson University Online students enrolled in any undergraduate or graduate course will be dropped from such course by the Registrar's Office if the student does not participate in the course by 11:59 PM of the Sunday of the first week of the session. A student will be deemed to have participated in the course if the student submits the required assignment during the first week of the course. A student who is dropped from a course for non-participation under this policy will not be charged any tuition or fees for the course.

Pass/No Credit Option

Bachelor's degree seeking students may take two pass/no credit courses outside of the major requirements unless otherwise stipulated by the major. Students may take only one pass/no credit course per semester for a total of two courses on the student's transcript. A

passing grade in this option equates to a "C" or better, and pass/no credit courses do not have an impact on the student's GPA. Students may register for pass/no credit and may switch to credit no later than the published add/drop date. A change from credit to pass/no credit must also take place during the published add/drop date. The pass/no credit option encourages students to take electives for intellectual exploration. This option does not affect classes that already have department pass/fail or pass/no credit. Additional information is available in the Registrar's Office.

Repeating Courses

A student may not register for the same course more than two times without prior approval of the Academic Dean of the school in which the course is being offered. Withdrawals and audits count as attempts.

If a student repeats a course, only the latter grade will be used in calculating the cumulative grade point average. However, all courses taken remain on the transcript.

Repeating Courses and Withdrawing from Courses - Master's Degree Seeking Students

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Grade Appeals

Information regarding grade appeals may be found on the Human Resources webpage in Policy Manual, Volume V: Student Policies, Section 5.3.

Academic Standing - Master's Degree Seeking Students

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Student grades are reviewed at the end of each session. Students who fail to meet the academic standing standards will be suspended from the graduate program. Students who are academically suspended may apply for

reinstatement. Students are not eligible to apply for reinstatement until six months from the date of the academic suspension.

In order to be considered for reinstatement, the following materials must be submitted to Stevenson University Online's Admissions Office:

- Completed *Application for Reinstatement*
- Official college transcripts from each college or university attended since leaving Stevenson University
- Official GRE or GMAT scores
- Written statement explaining circumstances leading to the student's poor academic standing
- Additional pertinent information may be submitted, such as medical documents, letters of reference, and/or recommendation(s).

Academic Probation - Online Bachelor's Degree Seeking Students

Any student who has attempted 1 to 18 semester hours of credit and whose grade point average falls below 1.50 is on academic probation. A student who has attempted 19 to 29 semester hours of credit and whose grade point average falls below 1.90 is on academic probation. After a student attempts 30 or more credits, he or she must maintain a grade point average of 2.00 or higher in order to be in good academic standing. Students on academic probation are strongly encouraged to meet with their Student Success Coach throughout their semester on academic probation. The goal of such meetings would be to monitor the student's progress and to discuss strategies for improvement.

Credits Attempted	Good Academic Standing (Cumulative GPA)	Academic Probation (Cumulative GPA)
1 – 18	1.50 or above	1.49 or below
19 – 29	1.90 or above	1.89 or below
30 or more	2.00 or above	1.99 or below

Academic Suspension - Online Bachelor's Degree Seeking Students

Student grades are reviewed at the end of each session. Two consecutive semesters below the standard for good academic standing (as defined above) will result in academic suspension for a minimum of one full semester; i.e., a fall or spring term. After the semester of academic suspension, students may petition to be reinstated by submitting a letter to the Academic Review Board.

If extenuating circumstances exist, a student may appeal the suspension prior to being away from the University one full semester. (Specific deadlines and instructions for appeals are in the letter that the student receives upon suspension.) Students are not automatically granted a hearing before the Academic Review Board. Students for whom an appeal is granted will come before the Board to discuss their academic status. In either of the above circumstances, the Academic Review Board may make one of the following decisions:

- The student is reinstated on continued probation and must follow specific requirements outlined in the reinstatement letter. Upon reinstatement, the student is required to earn a minimum GPA of 2.5 in the first semester of attendance after reinstatement. If this requirement is not met, the student will be dismissed.
- The student is not reinstated.

Academic Dismissal

A third suspension due to failure to maintain good academic standing will result in an automatic dismissal from the University. Students dismissed from the University may apply for reinstatement after a period of 2 years.

Academic Reinstatement

Instructions for petitioning for reinstatement can be found on the Stevenson Admissions webpage. Upon receipt of the petition, the Academic Review Board will contact students who will be granted a hearing to schedule a meeting.

If a student is reinstated, he or she is on continued probation and must follow specific requirements outlined in the reinstatement letter provided by the Academic Review Board after the hearing. Additionally, upon reinstatement, the student's next semester GPA must meet the appropriate standard for good academic standing listed above, and the student must restore their cumulative GPA to a 2.00 within two consecutive semesters of reinstatement. If either requirement is not met, the student will be dismissed.

In cases where a student is seeking reinstatement after a sanction of suspension due to academic misconduct, the student must complete the Petition for Reinstatement form, and appear before the Academic Review Board.

Transcript Requests

Transcripts are sent at the written request of the student or through WebXpress. The Registrar's Office does not accept email requests. The cost for a transcript is \$5; same day service is also available at a charge of \$10. Faxed requests are not accepted and transcripts are not faxed. All financial obligations to the University (parking violations, library fines, and invoices for lost items) must be met, or transcripts will be held. For those requesting a transcript who no longer attend Stevenson University, please contact the Registrar's Office at 443-334-2206.

Students can print a student copy of their transcript from WebXpress. Students may order an official transcript from WebXpress by completing the required information on the "Transcript Request" page. A credit card payment must accompany the request. Students may click on the link to "Make a Payment" on the bottom of the request page or go to the main student WebXpress menu and select "Make a Payment." If the credit card is not accepted, the student's account will be automatically charged for the transcript. For current students, transcripts normally require a three-day processing time.

Students have the option to request an official transcript to be sent electronically. This service is available for current students through WebXpress; this service can also be requested on the Transcript Request Form that is available on the Registrar's Office webpage. Persons who wish to request a transcript to be sent electronically must supply the name and email address of the person who should receive the transcript. These transcript requests are sent through an outside vendor (Credentials

Solutions) using a secure server. The recipient will receive an email directing them to go to a specific website to retrieve the transcript.

Registration and Course Information

Registration

Registration takes place on the days scheduled in the academic calendar. Students may register on or after their assigned appointment time, and registration is done online using WebXpress. For those unable to access a computer, in-person registration is also available in the Registrar's Office. Prior to registration, students with fewer than 30 completed credits, students without a declared major, and students in certain programs (as designated by the department chair) are required to meet with their advisor to review their schedule. It is the advisor's responsibility to check the student off in WebXpress so that registration will be enabled for the student. All students regardless of major or year are strongly encouraged to consult with their advisor prior to registration. After registration, students not using E-Advising, are required to submit their signed registration form to the Registrar's Office as verification of advisor approval of courses.

There are several circumstances that could cause a student's registration to be blocked. Students who have not completed the required Student Health Form will not be allowed to register as well as those students who have not met their financial obligations to the University. Those students who have not been cleared by Student Accounts prior to the start of the semester will be removed from their classes.

Courses may be canceled for insufficient enrollment, and students will be notified via email regarding course cancellations.

All prerequisites, including any minimum grade requirements, for a course must be fulfilled prior to starting the course. Students may be removed from a course when the prerequisites have not been met. Students are not permitted to "sit in" on classes for which they are not registered.

Course Load

Any bachelor's degree seeking students who is carrying 12 or more credit hours is classified as a full-time student. A student may not register for more than 18 credit hours in any one semester without the permission of the Dean of Stevenson University Online.

A full-time load for master's degree seeking students is 6 credits per semester.

Credit Hour Definition

Regardless of course duration, delivery, or instructional method, Stevenson University awards academic credit in compliance with Maryland state requirements outlined in the Code of Maryland Regulations (COMAR) and with the Department of Education's federal credit-hour definition, as defined in the Federal Code of Regulations.

State credit hour definition (COMAR 13b.02.02.16.D)

(1) An in-State institution shall award 1 credit hour for:

- (a) A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;
- (b) A minimum of 30 hours, of 50 minutes each

of supervised laboratory or studio time, exclusive of registration, study days, and holidays;

- (c) A minimum of 45 hours, of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements, when supervision is ensured and learning is documented; or
- (d) Instruction delivered by electronic media based on the equivalent outcomes in student learning in §D(1)(a) of this regulation, and may include a combination of telelessons, classroom instruction, student consultation with instructors, and readings, when supervision is ensured and learning is documented.

(2) One quarter hour of credit is awarded for instruction equivalent to 2/3 of the contact hours required for 1 credit hour.

Federal credit hour definition (34 CFR §600.2)

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

When assigning credit for asynchronous online courses, Stevenson University Online requires courses to meet the credit hour definition outlined above by requiring of students an equivalent amount of academic engagement in order to meet course objectives. Academic engagement includes, but is not limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a webinar study group that was assigned or moderated by the instructor; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course. Merely logging into the electronic classroom does not constitute academic engagement.

For additional information please see the Academic Affairs portal page.

Non-Credit Courses

The University offers non-credit developmental courses that provide support for basic skills. If, as a result of placement testing, a student is required to complete such a course, the course will be considered equivalent to three credits when determining fees and course credit load. However, no credit is applied toward the degree requirements.

Course Add/Drop

Students may add or drop classes only during the published add/drop period. Course changes during the add/drop period will not be reflected on the student's transcript.

Attendance

Each student is responsible for his or her own class attendance and regular attendance is expected. Every student is responsible for the material covered or the skills exercised during scheduled classes. Grades will be based on demonstrated achievement of the objectives of the course, not on attendance in class as such. Although attendance alone does not determine grades, students should be aware that grades may depend on class activities, experiments, discussions, or quizzes for which consistent attendance is necessary. Students who stop attending and fail to officially withdraw from a class will be given a grade of "FX" which calculates as an "F" in the GPA.

Final Examinations

All students are required to take final examinations or complete final projects. If a student misses an examination or project deadline because of an emergency or illness, the student must contact the faculty member as soon as possible. If the student cannot reach the faculty member, the student should contact the Dean of Stevenson University Online.

Leave of Absence

A degree-seeking student who finds it necessary to cease enrollment at the University (for one or more consecutive semesters with the intent of resuming studies at a later date) must complete the leave of absence section of the Withdrawal from the University form that is available through the Student Menu in WebXpress under the Registrar's Office forms. The student should meet with a representative of the Office of Student Success to complete this form. This request will ensure that the student will not need to reapply for admission when he or she returns. This leave of absence is effective for two consecutive semesters. A student who is on leave of absence for three or more consecutive semesters must reapply for admission.

Withdrawal from the University

A degree-seeking student who wishes to withdraw from the University must do so in writing. The official Withdrawal from University form is available through the Student Menu in WebXpress under the Registrar's Office forms. A student may be administratively withdrawn from the University if his or her absences in a class are excessive.

Military Service Withdraw & Refund Policy

Stevenson University students who are called to active duty during the course of a term or session should contact the Assistant Registrar, VA Programs to formally withdraw for military service. For the purpose of this policy, military service is defined as "service, whether voluntary or involuntary, in the armed forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days" (ED 34 C.F.R. 668.18).

Students who withdraw from the University for military service during the course of a term or session are eligible for a 100% refund of tuition and fees. Room and board expenses will be prorated based on the official date of withdrawal.

Students must supply a copy of military orders to be eligible for any tuition, fees, or room and board adjustments. Students receiving financial aid will be subject to the refund policies as provided by the federal or state agency sponsoring the aid. Department of Defense Military Tuition Assistance and Veteran's Education Benefits will be returned to the government agency as required.

Students who have to withdraw from the University after the add/drop deadline will receive a grade of W or I, depending on the amount of coursework completed and the expected length of the absence.

FERPA: Notice to Students

Stevenson University complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and any subsequent amendments or regulations. Stevenson University students are afforded specific rights in accordance with FERPA.

- The right to inspect and review their education records within a maximum of 45 days after the request is made. The right to request the amendment of education records if the student believes the records are inaccurate or misleading.
- The right to prevent the unauthorized disclosure of their student records.
- The right to file a complaint with the Department of Education about a violation of FERPA

Please contact the Registrar's Office at 443-334-2206 for additional information about FERPA.

Academic Integrity

Stevenson University expects all members of its community to behave with integrity. Honesty and integrity provide the clearest path to knowledge, understanding, and truth – the highest goals of an academic institution. For students, integrity is fundamental to the development of intellect, character, and the personal and professional ethics that will govern their lives and shape their careers.

Stevenson University requires students found responsible for a first violation of academic misconduct to complete an academic integrity educational sanction. Please be aware that there may be a cost associated with completing this requirement.

The Academic Integrity and Academic Misconduct Policies are found in the Policy Manual, Volume V: Student Policies, Section 5.1 and 5.2, which is located on the Stevenson University website.

Graduation Information

To qualify for graduation, students must meet all University and program requirements as stated in the University catalog. Students must fulfill catalog requirements in effect at the time of matriculation or students may elect to move to a later catalog year. Students may not split requirements from multiple catalog years. It is the responsibility of the student to

fulfill all requirements for graduation. Careful consultation with a Student Success Coach is strongly encouraged.

Degrees are conferred in May, August, or December. Participation in a commencement ceremony does not confer a degree. Diplomas and final transcripts may be withheld for any student with unresolved financial obligations or non-compliance with federal financial aid regulations.

The academic record of anyone receiving a degree is closed three months after the end of the semester. Any changes to the academic record must be made by this date.

Diploma Information

Diplomas are mailed to the address listed on the application for graduation. They are sent via standard U.S. mail the month following graduation. Diplomas are sent after all final grades have been received and degree requirements are confirmed complete. Diplomas include the graduate's name, degree, major, and academic honors, if earned. The date listed on the diploma reflects the end of the semester when the degree is officially considered complete rather than the commencement date.

The official academic transcript, not the diploma, is considered the certifying document to verify a degree. Graduates will be issued one diploma. Additional copies will not be provided, however, a replacement diploma may be requested by alumni. Replacement diplomas may be requested due to the name change from Villa Julie College to Stevenson University, due to an official personal name change, or due to a lost or damaged diploma. The replacement diploma may only be requested by the alumnus in writing using the request form located on the Stevenson University website. The fee for a replacement diploma is \$30. Please note: Effective Fall 2008, all replacement diplomas will feature Stevenson University, even if the degree was earned prior to the name change.

Graduation Application

Graduating students are required to file an Application for Graduation. The application must be filed with the Registrar's Office according to published deadlines. At the time of application, a \$25 fee is charged.

- December graduates must file by August 1.
- May and August graduates must file by January 1.

Failure to apply by the published deadlines may delay the evaluation and awarding of a student's degree. Students may apply online via WebXpress.

Graduation Ceremonies

Scheduled commencement ceremonies are held in May and December. Spring and summer graduates are invited to participate in the commencement ceremony in May. Fall graduates are invited to participate in the commencement ceremony in December. Summer graduates should be within six credits of degree completion prior to the start of the summer term to be eligible to participate in the May commencement. Students may only participate in one ceremony unless they are earning an additional degree.

Graduation with Academic Honors

Graduation honors are conferred upon those bachelor's degree seeking students who achieve the following cumulative grade point average based on work done at

Stevenson University. These will be listed on the diploma and the official academic transcript. This may differ from the academic honors announced during the Commencement ceremony, which are based on the cumulative GPA prior to the final semester.

<i>Summa Cum Laude</i>	3.90–4.00
<i>Magna Cum Laude</i>	3.70–3.89
<i>Cum Laude</i>	3.50–3.69

Honors are not awarded for graduate degrees.

Academic Awards

Academic Achievement List

The Academic Achievement List announces part-time bachelor's degree seeking students who demonstrate outstanding scholastic achievement during each semester. To qualify, a student must earn a cumulative grade point average of 3.50 or better in the semester in which he or she accumulates 15, 30, 45, 60, 75, 90, 105 or 120 credits. Transfer credits are not included in this computation, and non-degree students are not eligible for this recognition.

Dean's List

The Dean's List announces full-time bachelor's degree seeking students whose academic achievement is outstanding during each semester. To qualify, a student must earn a grade point average of 3.50 or better and have completed 12 or more credits that count toward degree requirements during that semester. Developmental courses are not included in this calculation. A student is not eligible for the Dean's List while an incomplete grade is in effect.

Who's Who among Students in American Colleges

Each year, junior and senior students are selected by the University for listing in Who's Who among Students in American Universities & Colleges. Students are selected on the basis of scholarship, participation, and leadership in academic and extracurricular activities, citizenship, and service.

Awards

The following awards for online students are presented at graduation by Stevenson University Online:

Dean's Award for Exceptional Scholarship

The Dean's Award for Exceptional Scholarship is conferred from time to time on one graduating student who has performed academically in a particularly exceptional way, has demonstrated unique intellectual ability and initiative, and has contributed to the academic pursuits of his or her peers. This award may be presented to one student at May and December graduation.

Marion and Henry J. Knott Achievement Award

The Marion and Henry J. Knott Achievement Award is presented to one graduating student who has demonstrated the ability to achieve academically, to

reach out to the needs of others at the University, and to persevere toward a goal while also managing major primary responsibilities outside Stevenson University life. This award may be presented to one student at May and December graduation.

Orsia F. Young Leadership Award

The Orsia F. Young Leadership Award is given to graduating students who have performed in an outstanding manner as leaders in the University community, initiated action, motivated others to do so, and been agents for positive change in the University. This award may be conferred on as many as six students at May and December graduation.

Approved Honor Societies

Students may only wear honor cords at commencement that are awarded from the following list of approved national academic honor societies.

Alpha Chi – National College Honor Society

Alpha Chi is an honor society that promotes only the highest academic excellence and exemplary character among undergraduate Stevenson University students. As a national honor society, Alpha Chi admits only junior and senior students from all academic disciplines who have been endorsed by their faculty and who have achieved a grade point average putting them in the top 10% of their class (including their grade point average from any transferring institutions). Alpha Chi is thus unique in that it draws its members from across all academic disciplines. In addition to recognizing students for their academic achievement, Alpha Chi also offers numerous opportunities for their further growth. The society sponsors a competition for scholarships and fellowships totaling more than \$50,000 yearly, mostly at the national level but also at the regional and local levels. Members also have the opportunity to participate in student scholarly and creative presentations and publish scholarly articles at national and regional conventions.

Alpha Epsilon Rho - National Honor Society for Electronic Media

The National Broadcasting Society–Alpha Epsilon Rho, the Honor Society for Electronic Media students, emphasizes superior scholarship and creative participation in broadcast, corporate, and digital media production and activities. Membership in Alpha Epsilon Rho exemplifies excellence of work, demonstrated leadership qualities, and service to the organization, the community, and the industry. Although open to students in any major at Stevenson, membership in Alpha Epsilon Rho is administered through the FMI (Film & Moving Image) Club and requires membership in the National Broadcasting Society; a cumulative GPA of at least a 3.25; active participation in club meetings and events; and demonstrated service to the profession.

Alpha Mu Alpha – National Marketing Honor Society

Alpha Mu Alpha was established by the American Marketing Association's (AMA) in its commitment to the advancement of excellence in the field of marketing. Alpha Mu Alpha is the national marketing honor society for undergraduate, graduate and doctoral marketing students, and marketing faculty. To qualify, marketing students must be nominated by their AMA Faculty Advisor during their graduating semester.

Alpha Phi Sigma-National Criminal Justice Honor Society

Alpha Phi Sigma is a criminal justice honor society that provides students with opportunities to experience an international network of criminal justice professionals and students. This organization is a certified member of The Association of College Honor Societies and affiliated with The Academy of Criminal Justice Sciences. The Alpha Phi Sigma National Criminal Justice Honor Society goals are to promote critical thinking, scholarship, community service, and life-long learning. Students are also encouraged to keep abreast of the advances in research, to elevate the ethical standards of the criminal justice professions, and to sustain in the public mind the benefit and necessity of education and professional training. Membership is extended to those students that have completed at least three full-time semesters, 12 credits in the criminal justice field, a cumulative grade point average of 3.00 on a 4.00 scale, as well as a 3.20 average in criminal justice courses and rank in the top 35% of their class.

Alpha Psi Omega – National Honorary Theatre Society

Membership in Alpha Psi Omega is open to all students at Stevenson who participate regularly in University theatre productions. The local chapter, in conjunction with the theatre department at Stevenson University, extends invitations to those students who have acquired enough points based upon records supplied by the theatre staff and advisors or both. Most chapters operate by point guidelines as outlined in the Alpha Psi Omega constitution. The purpose of Alpha Psi Omega is to recognize and reward those students who have made significant contributions to the theatre.

Beta Beta Beta – National Biological Honor Society

Beta Beta Beta was founded in 1922 as an honor and professional society for students of the biological sciences. Its purposes are to encourage scholarly attainment and cultivate intellectual interest in the life sciences. To be eligible for regular membership, a student must be at least a second year biology, biochemistry, environmental science, or medical laboratory science major who has completed a minimum of three biology courses, at least one of which must be higher than the introductory level, with a GPA in all biology courses of 3.00 or higher. Members must also be in good academic standing with no academic misconduct violations. The society also welcomes associate members who are students at any level in any major who are interested in biology.

Delta Epsilon Iota - National Honor Society for Career Development

Delta Epsilon Iota is an interdisciplinary honor society open to all majors. Delta Epsilon Iota's mission is to educate members about career development, encourage academic excellence, and promote the principles of dedication, enthusiasm, and initiative in all aspects of campus life. The society has embraced these values and is now one of the leading academic honor societies serving higher education. Delta Epsilon Iota works directly with the Office of Career Services. Membership is comprised of students with at least 30 credits and a GPA of 3.30 and above.

Gamma Sigma Epsilon - National Chemistry Honor Society

Gamma Sigma Epsilon recognizes students

demonstrating exceptional ability and interest in the field of chemistry. It aims to promote professionalism and scholarship in chemistry and the general welfare of its members. Membership in Gamma Sigma Epsilon is extended to those students who have completed a minimum of 16 credits in chemistry and are enrolled in four additional chemistry credits and who have a minimum GPA of 3.40 in all chemistry courses and a minimum 3.00 overall GPA.

Kappa Delta Pi – International Education Honor Society

Kappa Delta Pi is an international honor society open to the top students in the field of education. This honor society promotes leadership and fellowship among educators. Scholarship, leadership and service are the pillars of KDP. Eligible students must be juniors or above, have a minimum of 12 credits in education and a GPA of 3.30 or above, and provide supportive evidence of their commitment to education.

Kappa Mu Epsilon – National Mathematics Honor Society

Kappa Mu Epsilon promotes a knowledge and appreciation of mathematics and recognizes outstanding student achievement in mathematics at colleges and universities whose primary focus is undergraduate education. Membership in Kappa Mu Epsilon is open to students in any major who have taken three mathematics courses at the 200 level or higher, one of which must be in the calculus sequence (MATH 220, 221, or 222), who have attained a "B" or better in all mathematics courses, and who rank in the upper 35% of their class by GPA.

Kappa Omicron Nu-Fashion Merchandising Honor Society

Kappa Omicron Nu promotes empowered leaders who use an integrative approach to enhance quality of living through excellence in scholarship, leadership, and research. Kappa Omicron Nu recognizes high achievement in academics and scholarship. The Nu Alpha Eta chapter of Kappa Omicron Nu at Stevenson University invites students in Fashion Merchandising and Fashion Design who meet the following requirements: at least 60 credit hours completed, with 30 of those completed at Stevenson University, and have a GPA in the top 25% of their major.

Lambda Epsilon Chi – National Honor Society for Paralegal Studies

Lambda Epsilon Chi (LEX) is open to full-time and part-time legal studies students in good standing who demonstrate superior academic performance by having a cumulative grade point average and a grade point average in their legal studies classes of at least 3.50 and who have completed at least two-thirds of the program. Members are selected by legal studies faculty based on a written application for membership, faculty recommendations, and demonstration of service and dedication to the legal profession.

Lambda Pi Eta – Honor Society of the National Communication Association

Lambda Pi Eta's goals are to recognize, foster, and reward outstanding scholastic achievement in communication studies; to stimulate interest in the field of communication; to promote and encourage professional development among communication majors; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain

closer relationships between faculty and students; and to explore options for graduate education in communication studies. Membership in Lambda Pi Eta is extended to those students with a 3.0 cumulative GPA who have completed 60 credits and have at least a 3.25 GPA in a minimum of four courses in the communication courses in the major. Activities are a mix of social, academic, and community service.

Psi Chi – The International Honor Society in Psychology

Psi Chi, the International Honor Society in Psychology, promotes excellence and scholarship in psychology and works to advance the science of psychology. Students who apply for membership must be psychology majors or minors who have completed at least three full-time semesters; have completed three psychology courses totaling nine credits with a minimum GPA in psychology of 3.0; and rank in the top 35% of GPAs for their academic year, with a minimum cumulative GPA of 3.00.

Sigma Beta Delta – International Honor Society in Business, Management, and Administration

Sigma Beta Delta recognizes scholarship and personal accomplishment for students of business, management, and administration. The society encourages and promotes aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Students majoring in Business Administration are invited to lifetime membership if they meet the following criteria: a ranking in the top 20% of all business administration majors for the academic year; at least a 3.3 total and 3.3 major GPA on a 4.0 scale; no grades less than a "C"; completion of at least 70 credits towards the baccalaureate degree; completion of at least 30 credits towards the major; and submission of a resume and assigned essay to the SBD faculty officers for review and affirmation.

Sigma Tau Delta – International English Honor Society

Alpha Lambda Omicron, Stevenson University's chapter of Sigma Tau Delta, confers distinction upon students of English language and literature in undergraduate, graduate, and professional studies. Students majoring in English language and literature and interdisciplinary studies (with English as one of the focuses), or minoring in English who have an overall GPA of 3.00 or better and have an average in their English classes of 3.00 or better are eligible for membership. Members are recognized for their outstanding achievements and may enrich their educational experience by taking part in chapter activities, competing for national awards and scholarships, and attending the annual Sigma Tau Delta convention. They may also contribute to The Rectangle, the society's literary publication.

Sigma Theta Tau International – Honor Society of Nursing

Rho Epsilon, Stevenson University's chapter of Sigma Theta Tau International, is open to undergraduate and graduate nursing candidates who demonstrate scholastic achievement, academic integrity, and leadership qualities. Student candidates are invited to join the society when they meet specific membership requirements. These requirements can be reviewed at nursingsociety.org. Nurses in the community who demonstrate excellence in practice and leadership may also be nominated. A formal induction ceremony is held during the spring semester. The purpose of Sigma Theta Tau International is to create a community of leaders and scholars in practice,

education, and research to enhance the health of all people. The society supports learning and professional development of members to improve nursing care worldwide.

Sigma Xi – The Scientific Research Society

Sigma Xi is an international, multidisciplinary society that promotes the health of the scientific enterprise, rewards excellence in scientific research, and encourages a sense of cooperation among scientists in all fields. Each May election to this international honor society is conferred upon students majoring in the sciences and mathematics who have excelled in conducting independent research and in communicating the results of their work, and who show great potential for a future in research.

Tau Upsilon Alpha – National Honor Society for Human Services

Candidates for Stevenson University's Alpha Chapter of Tau Upsilon Alpha must be human services majors or minors, have a minimum overall GPA of 3.25, have completed three full-time semesters of university work, and be in the upper 35% of their class. In addition, they must agree to abide by the National Organization for Human Services' Code of Ethics. The mission of this honor society is to honor academic excellence; to foster lifelong learning, leadership, and development; and to promote excellence in service to humanity.

Upsilon Phi Delta- National Honor Society for Healthcare Management

The purposes of UPD are to: elevate the standards, ideals, competence and ethics of professionally educated women and men in health administration and leadership, recognize and encourage scholarship in healthcare administration, recognize students who achieve distinction in healthcare administration studies in universities and colleges, provide financial assistance through scholarships to outstanding students pursuing graduate studies.

Undergraduate Fields of Study

Business Administration

Description

Business Administration Program Description

The business administration major is designed to give graduates the knowledge, skills, critical thinking ability, and technological competence essential to be successful in business, such as conducting research, analyzing information, and communicating effectively. The business administration major provides a strong foundation in business functions and includes courses in management, marketing, finance, accounting, economics, information systems, international business, and business law. Additionally, students select electives from the disciplines above to develop a greater degree of specialization according to their individual interests and career goals. The business administration curriculum also provides graduates with an excellent background to continue their education by pursuing a graduate degree in business or a business-related field.

Objectives

Business Administration Program Outcomes

Upon completion of the Bachelor of Science in Business Administration, graduates will be able to:

1. Describe and explain business functions and technology affecting the conduct and structure of business organizations.
2. Analyze and explain business problems and propose solutions, both independently and in teams.
3. Communicate business information in both oral and written expression.
4. Identify, analyze, and evaluate ethical issues, principles, and practices that affect business in domestic and global environments.
5. Pursue contemporary business careers.

Policies

Business Administration Program Policies

Students must earn a minimum GPA of 2.50 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Business administration majors must apply in writing to the Associate Dean for Stevenson University Online's Business Programs requesting permission to repeat a course for a second time. Those who do not successfully complete a major course with a grade of "C" or better after a third attempt will not be allowed to continue in the business administration program.

Requirements

The courses listed below are required for completion of the bachelor's degree in business administration. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
ACC 140	Financial Accounting	3
ACC 141	Managerial Accounting	3
EC 201	Principles of Macroeconomics	3
EC 202	Principles of Microeconomics	3
FIN 300	Principles of Finance	3
INBUS	Any International Business Course	3
IS 135	MS Office Applications	3
IS 201	Management Information Systems	3
LAW 208	Business Law	3
MKT 206	Principles of Marketing	3
MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MGT 210	Business Writing	3
MGT 308	Business Ethics	3
MGT 310	Organizational Behavior	3
MGT 312	Analysis of the Managerial Environment	3
MGT 313	Operations Management	3
MGT 430	Business Capstone Seminar	3

Five focused electives (15 credits):

See advisor for list of focused electives.

Minor in Business Administration

A minor in business administration is not available; however, students majoring in other fields who have an interest in business may consider completing a minor in management or marketing. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 38) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in business administration who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their undergraduate and graduate advisors. For more information on this program, see the *Admissions* (p. 24) section of this catalog.

Business Communication

Description

Business Communication Program Description

The Business Communication program offers a communication degree with specialized skills and knowledge in business, writing, and design in order to prepare competent communication practitioners. Students majoring in Business Communication are prepared for a range of career opportunities in positions such as those found in corporate communication, marketing, public relations, and non-profit leadership among others or to enter graduate school. Graduates gain the skills necessary to listen to, appreciate, and empathize with diverse voices and perspectives which enhances their problem-solving abilities and decision-making skills in both the public and private sectors.

Communication courses, along with those in business, writing, and design, provide a firm foundation for communication practitioners and the adaptable skills and knowledge needed to succeed in an increasingly diverse, expanding, and dynamic workforce. Students learn the core elements of competent communication to work with or on diverse communication and creative problem-solving and decision-making teams found in today's market. Coursework is enhanced and supplemented with practical application through reflection on adult students' lived experiences. Ultimately, graduates of this program are the people that organizations and communities seek to help collaborate and connect with a myriad of individuals and audiences.

Objectives

Business Communication Program Outcomes

Upon completion of the Bachelor of Science in Business Communication, graduates will be able to:

1. Apply communication concepts, theories and practices to diverse contexts and audiences.
2. Assess competency of communication practices in personal and professional settings.
3. Generate creative solutions to ethical and professional problems through critical thinking and collaborative interaction.
4. Synthesize knowledge and skills in communication, business, writing, and design in professional contexts outside the classroom.
5. Interpret diverse perspectives and advocate with empathy for oneself and others.

Policies

Business Communication Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

The courses listed below are required for completion of the bachelor's degree in business communication. Students

must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

Communication Core Required Courses - 30 credits

CM 101	Public Speaking	3
CM 115	Interpersonal Communication	3
CM 205	Communication Ethics	3
CM 211	Intercultural Communication	3
CM 255	Small Group Communication	3
CM 260	Business and Professional Communication	3
CM 275	Principles and Practices of Public Relations	3
CM 310	Conflict Resolution and Negotiation	3
CM 390	Organizational Communication	3
CM 490	Capstone	3

Business Core Required Courses - 13 credits

MATH 136	Introduction to Statistics	4
MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
MKT 316	Principles of Negotiation and Sales	3

Writing Core Required Courses - 9 credits

CM 323	Writing for the Web	3
GPS 200	Adult Learning Theory & Practice	3
MGT 210	Business Writing	3

Design Core Required Courses - 6 credits

PHOTO 141	Basic Digital Photography	3
VCD 125	Fundamentals of Digital Media	3

Technology Required Courses - 6 credits

IS 135	MS Office Applications	3
IS 260	Presentation Theory and Application	3

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in business communication who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. A master's degree in Communication Studies is available. For more information on this program, see the *Admissions* (p. 24) section in this catalog.

Business Information Systems

Description

Business Information Systems Program Description

The business information systems (BIS) major is designed for students interested in pursuing a career in business with a focus on information technology management or e-commerce technology. The use of information enabled by information systems is an essential element of strategy in organizations where information forms the basis for competing both nationally and globally. The responsibility of the technology manager or e-commerce technologist is to deliver information and information services to the end-user, and to administer the information resources cost-effectively. Organizations need competent technology

professionals who are problem solvers and who understand how to leverage the company's technology base to improve its competitive advantage.

The BIS major consists of core courses in systems architecture and development, networking, and database design, followed by a career-focused track in technology management or e-commerce technology. To prepare for the workplace, students take a series of practical information systems courses where they examine business problems and the array of possible technology solutions. Students also take business administration courses in accounting, management, and marketing. The program's blend of practical business and technology courses prepares the graduate to enter business as a well-rounded professional who knows how to think analytically, assess a business problem, and select the best technology solution. Many graduates of this bachelor's degree program elect to continue their education at the graduate level by pursuing a master's in business and technology management.

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Technology Management Track Description

There is strong demand in the marketplace for managers of technology. These individuals have broad knowledge of information systems combined with the ability to address business-related issues as analysts and integrators. Students in this track will focus on data and database management, security, business networks, e-commerce business solutions, and wireless technology.

E-Commerce Track Description

Growth in the demand for e-commerce technologists is expected to accelerate for the next 20-30 years. Upon completion of the track, students will be able to construct e-commerce solutions using various web architectures and design technologies, assemble electronic collaboration environments, and evaluate social networks in support of business initiatives, propose e-commerce solutions for business problems and new business initiatives, solve server to server web data exchange issues, and explain and propose extensions to e-commerce business models.

Objectives

Business Information Systems Program Outcomes

Upon completion of the Bachelor of Science in Business Information Systems, graduates will be able to:

- Articulate technology skills learned and applied during their academic career.
- Perform those information technology tasks essential to their chosen career path in application, network, or database design.
- Communicate with confidence technology ideas in team meetings and public forums.
- Demonstrate a professional competency in research, analysis, and business writing.
- Converse in the languages of application, network, and database design.
- Assess business problems using analytical and critical thought processes to identify the best technology solution.
- Pursue an IT career as a well-rounded technology professional, able to leverage talents and interests.

Technology Management Track Outcomes

Upon completion of the technology management track, graduates will be able to:

- Assess business problems and identify alternate technology solutions.
- Explain the role of technology components in a network.
- Apply key management principles in leading a project.
- Discuss various IT alternatives with business and technology professionals.
- Interpret the needs of customers and adapt them to different constituents.

E-Commerce Track Outcomes

Upon completion of the e-commerce technology track, graduates will be able to:

- Construct electronic commerce solutions using various web architectures and design technologies.
- Assemble electronic collaboration environments and evaluate social networks in support of business initiatives.
- Propose electronic commerce solutions for business problems and new business initiatives.
- Discuss server to server web data exchange issues.
- Explain and propose extensions to electronic commerce business models.

Policies

Business Information Systems Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time. Stevenson University does not grant credits or waivers for technical certifications.

Requirements

The courses listed below are required for completion of the bachelor's degree in business information systems. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
IS 135	MS Office Applications	3
IS 140	Information Systems Architecture and Design	3
IS 150	Relational Database Design & SQL with MS Access	3
IS 170	Systems Development with UML	3
IS 201	Management Information Systems	3
IS 231	Network Technologies	3
IS 240	Programming Concepts	3
IS 260	Presentation Theory and Application	3
IS 301	Principles of E-Commerce	3
IS 365	Writing for IS Applications	3
MGT 210	Business Writing	3

MGT 204	Principles of Management	3
MKT 206	Principles of Marketing	3
	One 300-400 Level INBUS, MGT or MKT course	

Take three of the following upper level courses:

IS 320	Human-Computer Interaction	3
IS 350	IS Internship	3
IS 365	Writing for IS Applications	3
IS 380	Information Security for the Organization	3
IS 475	Special Topics in Information Systems	3
IS 480	Technology Law	3
IS 481	Project & Knowledge Management	3

IS 320: E-Commerce Track students must take IS-320 (E-Commerce Track Prerequisite).

IS 380: Technology Management Track students may NOT take IS-380 (Technology Management Track Requirement).

Students must choose and complete the courses for one of the tracks listed below.**Technology Management Track:**

IS 280	Data Management	3
IS 380	Information Security for the Organization	3
IS 385	Management of Business Networks	3
IS 386	E-Commerce Business Solutions	3
IS 387	Wireless Technology Solutions for the Office	3

E-Commerce Technology Track:

IS 343	Web Architecture & Design Technologies	3
IS 361	E-Collaboration and Social Networking	3
IS 386	E-Commerce Business Solutions	3
IS 443	XML E-Business Applications	3
IS 462	Current Topics in E-Commerce	3

Minor in Information Systems

A minor in information systems is available. Students who wish to pursue a minor in information systems may choose any six IS courses from the business information systems or computer information systems programs. The lowest acceptable grade is a "C" in all IS courses. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 38) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in business information systems who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program, see the *Admissions* (p. 24) section of this catalog.

Computer Information Systems**Description****Computer Information Systems Program Description**

The computer information systems (CIS) major is designed for the student who is interested in pursuing a technical career in support of organizations. Employers are seeking highly skilled technology professionals who know how to utilize technology to improve the organization's competitive edge. This major consists of core courses in applied programming, network, and database design followed by an in-depth career-focused track in software design, network design, or computer forensics. The program's in-depth practical application of computer technology prepares the graduate to enter the workplace as a well-versed technology professional. Many graduates of this bachelor's degree program elect to continue their education at the graduate level by pursuing a master's in business and technology management.

CIS students will develop a portfolio of essential skills valued by employers. They will become problem-solvers who know how to think analytically, assess business problems, and design the best technology solutions.

Most courses are offered either online in an 8-week format or in an 8-week hybrid format where students meet one night per week. Some courses are offered in a 16-week online format.

Computer Forensics Track Description

Computer forensics is the use of specialized computer investigation techniques to identify, collect, preserve, examine, and analyze digital evidence for presentation in criminal or civil proceedings. Specialized tools enable the computer forensics investigator to develop timelines reconstructing computer usage across the Internet and corporate local area networks. The CIS computer forensics track offers a solid foundation in computer security culminating with elite skills in computer forensics. With the blend of security and forensics skills, graduates are not only prepared with the knowledge to prevent, detect, and recover from unauthorized malicious intrusions into the organization's infrastructure but also to collect the digital evidence necessary to prosecute the intruders. Many graduates in this track elect to continue their education at the graduate level by pursuing a master's in forensic studies.

Network Design Track Description

Organizations today depend on complex multi-vendor technology infrastructures and highly skilled technical staff to support day-to-day operations. The CIS network design track prepares graduates with a blend of experience in leading Microsoft, UNIX, and Cisco technologies. Students take courses in Windows and UNIX server administration, network security, e-mail server and web server administration, Cisco routing, wireless networks, and mobile communication systems, all essential technology skills for the IT network professional.

Software Design Track Description

Software applications are developed for commercial off-the-shelf use or to solve specific internal organizational problems. The process consists of requirements analysis, data gathering, software design, coding, testing and maintenance. The CIS software design track prepares graduates with end-to-end practical experience in the design, development, and deployment of software solutions.

for the workplace. Students take courses in leading programming languages including C#, JAVA, ASP.NET, and Visual Basic.NET, using high value systems development tools such as Microsoft's Visual Studio.NET and IBM's WebSphere. This is a high-growth IT career field for those skilled in these cutting-edge technologies.

Objectives

Computer Information Systems Program Outcomes

Upon completion of the Bachelor of Science in Computer Information Systems, graduates will be able to:

- Articulate technology skills learned and applied during their academic career.
- Perform those information technology tasks essential to their chosen career path in application, network, or database design.
- Communicate with confidence technology ideas in team meetings and public forums.
- Demonstrate a professional competency in research, analysis, and business writing.
- Converse in the languages of application, network, and database design.
- Assess business problems using analytical and critical thought processes to identify the best technology solution.
- Pursue an IT career as a well-rounded technology professional, able to leverage talents and interests.

Computer Forensics Track Outcomes

Upon completion of the computer forensics track, graduates will be able to:

- Analyze and manipulate complex network infrastructures.
- Design and implement a network security plan.
- Construct an incident response team.
- Evaluate an end-to-end computer forensics investigation.
- Carry out evidence collection according to established protocols.
- Assemble testimonial evidence to act as an expert witness at a trial.

Network Design Track Outcomes

Upon completion of the network design track, graduates will be able to:

- Assess business problems and implement the best network solution.
- Apply knowledge of operating systems to construct various networking environments.
- Design messaging systems for problem reporting and resolution.
- Formulate secure network infrastructures in efficient topologies.
- Implement integrated voice and data services.

Software Design Track Outcomes

Upon completion of the software design track, graduates will be able to:

- Assess business problems and select and implement the best programming language environment.
- Formulate software solutions for the desktop computing platform.
- Design software solutions for the Internet.

- Integrate database solutions with web and desktop applications.
- Develop software solutions for wireless handheld devices.

Policies

Computer Information Systems Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

A course may be repeated twice without special permission. Information systems majors must apply in writing to the department chair requesting permission to attempt a course for a third time. Stevenson University does not grant credits or waivers for technical certifications.

Requirements

The courses listed below are required for completion of the bachelor's degree in computer information systems. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
IS 135	MS Office Applications	3
IS 140	Information Systems Architecture and Design	3
IS 150	Relational Database Design & SQL with MS Access	3
IS 170	Systems Development with UML	3
IS 201	Management Information Systems	3
IS 231	Network Technologies	3
IS 240	Programming Concepts	3
IS 260	Presentation Theory and Application	3
IS 301	Principles of E-Commerce	3
IS 365	Writing for IS Applications	3
MGT 204	Principles of Management	3
MGT 210	Business Writing	3
MKT 206	Principles of Marketing	3

Take four of the following Upper Division courses:

IS 320	Human-Computer Interaction	3
IS 350	IS Internship	3
IS 365	Writing for IS Applications	3
IS 380	Information Security for the Organization	3
IS 475	Special Topics in Information Systems	3
IS 480	Technology Law	3
IS 481	Project & Knowledge Management	3

Take any two of the following Business electives:

MKT 206	Principles of Marketing	3
	One 300-400 Level INBUS, MGT or MKT course	

Students must choose and complete the courses for one of the tracks listed below.

Software Design Track:

IS 241	C# Object Oriented Programming	3
IS 252	Advanced SQLQuery Design with Oracle & SQL Server	3

IS 343	Web Architecture & Design Technologies	3
IS 345	Java Programming	3
IS 348	Advanced Business Applications	3
IS 349	Service-Oriented Architecture and Dynamic Web Development	3
IS 444	Wireless Application Development	3

Network Design Track:

IS 232	TCP and IP Communication Protocols for Windows and UNIX	3
IS 235	Advanced Windows Server Architecture & Administration	3
IS 331	CISCO TCP and IP Routing	3
IS 332	High Speed Broadband Networks	3
IS 335	Wireless LANS and Mobile Communication Systems	3
IS 431	Exchange Server & Messaging Systems	3
IS 432	Network Security-Firewalls, IDS, and Counter Measures	3

Computer Forensics Track:

IS 232	TCP and IP Communication Protocols for Windows and UNIX	3
IS 235	Advanced Windows Server Architecture & Administration	3
IS 331	CISCO TCP and IP Routing	3
IS 391	Incident Response and Investigation Methods	3
IS 392	Information Systems Forensics Internals-Auditing	3
IS 393	Forensic Evidence Collection Tools and Techniques	3
IS 432	Network Security-Firewalls, IDS, and Counter Measures	3

Minor in Information Systems

A minor in information systems is available. Students who wish to pursue a minor in information systems may choose any six IS courses from the business information systems or computer information systems programs. IS 135 will count toward the minor. The lowest acceptable grade is a "C" in all IS courses. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 38) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in computer information systems who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program see the *Admissions* (p. 24) section of this catalog.

Criminal Justice**Description****Criminal Justice Program Description**

The criminal justice program has a commitment to improving the quality of justice through education, research, and public service. The faculty of the criminal justice program recognizes its mission as threefold.

The program is dedicated to offering its majors a state-of-the-art education in criminal justice by providing them with a comprehensive and critical understanding of the criminal justice system and the society in which it functions. The faculty is committed to addressing the needs of our students and to preparing them to move into criminal justice careers or postgraduate work as liberally educated, intellectually mature, ethically aware, and culturally sensitive professionals. Moreover, the program is dedicated to providing students throughout the university with opportunities to examine critically the broad questions of how justice is administered in American society and globally as well as confront the fundamental issues of criminal justice, which they face as professionals and as involved citizens.

The criminal justice program is also dedicated to excellence in research and scholarship by tackling criminal justice issues. The faculty is also committed to research that advances the teaching, assessment, and knowledge base of the field of criminal justice and also research that has policy implications and serves the goals of equity and efficiency in the administration of justice.

Finally, this program has a special commitment to providing the expertise of its faculty as a resource to assist criminal justice and social service agencies in the realms of applied research, policy development, training, and planned change to meet the social and technological challenges of the 21st century.

In order to accomplish our mission, our program pledges to:

- Provide a state-of-the-art curriculum and educational environment.
- Foster the talent development of students, faculty, and staff.
- Integrate technology into the curriculum, including web enhanced instruction.
- Promote each student's capacity for self-directed, life-long learning.
- Ensure learner-centeredness in order to maximize learning.
- Support faculty scholarly endeavors and research activities.
- Enhance quality through a commitment to continuous improvement.
- Reinforce the value of service to the community.
- Develop ongoing partnerships and collaboration with criminal justice agencies.
- Expand placement opportunities of graduates.
- Inspire a sense of pride in being a graduate of the criminal justice program at Stevenson University.

Most courses are scheduled in an 8-week online format. Some courses are offered in a 16-week online format.

Objectives

Criminal Justice Program Outcomes

Upon completion of the Bachelor of Science in Criminal Justice, graduates will be able to:

1. Articulate the theories, policies, practices, processes, and reforms of the major institutions of social control.
2. Apply the theories and principles of both substantive and procedural law that regulate the justice system.
3. Formulate a problem and assemble relevant information in order to develop a well-considered solution in a formal proposal and research paper.
4. Employ an ethical framework to reach judgments and make decisions as a criminal justice professional.
5. Apply classroom learning in an area of the criminal justice system through direct experience (or "through an experiential learning opportunity") in a criminal or juvenile justice agency or organization or through a capstone course.

Policies

Criminal Justice Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below a "C" is earned in a major course, the student must repeat that course.

A course may be repeated once without special permission. Criminal justice majors must apply in writing to the Associate Dean, Business Programs requesting permission to attempt a course for a third time.

Requirements

The courses listed below are required for completion of the bachelor's degree in criminal justice. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
LAW 204	Constitutional Law	3
LAW 215	Criminal Law	3
LAW 322	Criminal Investigation and Procedure	3
MATH 136	Introduction to Statistics	4
POSCI 205	State & Local Government	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
CJUS 101	Introduction to Criminal Justice	3
CJUS 210	Writing for Criminal Justice	3
CJUS 265	The Juvenile Justice System	3
CJUS 275	Corrections	3
CJUS 280	Law Enforcement	3
CJUS 285	Criminology	3
CJUS 305	Ethical Issues in Criminal Justice	3
CJUS 325	Civil Liability in Criminal Justice	3
CJUS 345	Victimology	3
CJUS 385	Research Methods in Criminal Justice	3
CJUS 495	Criminal Justice Capstone	3

Select Four Focused Electives (12 credits):

See advisor for list of focused electives.

Minor in Criminal Justice

A minor in criminal justice is available. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 38) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in criminal justice who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program, see the *Admissions* (p. 24) section of this catalog.

Interdisciplinary Studies

Description

Interdisciplinary Studies Program Description

The interdisciplinary studies program is designed for students who have changed their major, attended several institutions, or have multiple educational goals. It provides flexibility to students whose academic interests cannot be captured in a singularly-focused major.

Working closely with a Student Success Coach, students have the ability to design a tailored course of study that enables them to have two areas of content focus (program cores). Program cores that can be completed through Stevenson University Online are business administration, business communication, criminal justice, information systems, legal studies, and management. It is also possible to transfer a program core in a content area from prior educational experiences that aligns with a major or minor offered at Stevenson University. Students should consult with an Enrollment Counselor for more information.

Courses are offered either in an 8-week online format or a 16-week online format.

Objectives

Interdisciplinary Studies Program Outcomes

Upon completion of the Bachelor of Science in Interdisciplinary Studies, graduates will be able to:

1. Demonstrate general knowledge in the liberal arts.
2. Demonstrate an understanding of content in two academic disciplines.
3. Demonstrate effective communication by engaging in inquiry and reflection on a topic of personal interest.

Policies

Interdisciplinary Studies Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance

to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

Requirements

The courses listed below are required for completion of the bachelor's degree in interdisciplinary studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

The major is comprised of 36 credits of courses selected from two disciplines, identified as program cores (at least 18 credits of which must be at the 300- and 400-level). A minimum of 12 credits is required in one program core.

GPS 200	Adult Learning Theory & Practice	3
INDSC 260	Introduction to Interdisciplinary Studies	3
INDSC 350	Topics in Interdisciplinary Studies	6
INDSC 360	Interdisciplinary Research and Writing	3
INDSC 450	Senior Project: Seminar in Interdisciplinary Studies	3

Minor in Interdisciplinary Studies

A minor in Interdisciplinary Studies is not available.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in interdisciplinary studies who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program see the *Admissions* (p. 24) section of this catalog.

Legal Studies

Description

Legal Studies Program Description

Stevenson University's legal studies program, the first in the state, and one of the first in the nation to be approved by the American Bar Association attracts students who have logical and analytical minds, possess organizational skills, and pay attention to detail. Paralegals may not provide legal services directly to the public, except as permitted by law. However, working under the supervision of an attorney, paralegals are vital members of the legal team. They perform such functions as:

- Legal research and writing
- Conduct factual investigations
- Interview clients and witnesses
- Draft pleadings and motions
- Manage trial preparation and litigation support
- Draft contracts and real estate documents
- Administer estates and guardianships
- Apply for intellectual property registrations

- Prepare bankruptcy schedules and tax forms

The ultimate goal of the legal studies program is to fully prepare students for employment by law firms, corporate law departments, government agencies, legal aid providers, and other employers in the legal profession. Students gain an extensive knowledge of numerous areas of law and practical experience to enable them to perform tasks in specific legal specialty areas. By taking a combination of law and liberal arts courses each semester, students are able to pursue their legal interests immediately and develop skills gradually.

Students may select a sequence of courses that permits them to focus on a specific area within the legal studies curriculum, such as corporate law, estate administration, or litigation. Students perform an internship, typically in the sophomore or junior year, and complete a legal capstone course in their senior year. Students may participate in a law clinic, as an elective course in their major, and gain experience by providing *pro bono* paralegal services in the community.

Courses are offered days, evenings, and most courses are offered online. All students must complete a minimum of ten semester credits in traditional classroom instruction. The following required courses are offered on campus in a hybrid format:

- LAW 102 Introduction to Legal Studies
- LAW 125 Legal Research and Writing I
- LAW 210 Legal Research and Writing II
- LAW 216 Civil Litigation and Pleading
- LAW 480 Legal Studies Capstone

Objectives

Legal Studies Program Outcomes

Upon completion of the Bachelor of Science in Legal Studies, graduates will be able to:

1. Conduct research using all appropriate resources to identify and obtain relevant legal authority.
2. Compose documents based on factual investigation, legal research, and analysis to inform and/or persuade.
3. Apply legal terminology, principles of law, and rules of ethical legal practice to the performance of paralegal services.
4. Operate as productive and professional members of a legal services delivery team using appropriate communication, technology, and time-management skills.
5. Perform substantive legal work under the direction of an attorney, as permitted by law.

Policies

Legal Studies Program Policies

Students must earn a minimum GPA of 2.00 in the major, and the lowest acceptable grade is a "C" in all major and Stevenson Educational Experience (SEE) courses. No student, regardless of major, will be permitted to advance to the next course without earning a grade of "C" or better in the prerequisite course(s). When a grade below "C" is earned in a major course, the student must repeat that course.

Legal studies majors who do not successfully complete a LAW course with a grade of "C" or better after a third attempt will not be allowed to continue in the legal studies program.

Students must take a minimum of 18 credits or the equivalent of legal specialty courses at Stevenson University to earn a degree in legal studies. A legal specialty course is a LAW course that covers substantive law or legal procedures or process, has been developed for paralegals, emphasizes practical paralegal skills, and meets the American Bar Association's (ABA) instructional methodology requirements. The legal studies program offers traditional, hybrid, and online delivery of legal specialty courses approved by the ABA, as well as other LAW courses. Students must take a minimum of ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction.

Credit for equivalent law courses considered legal specialty courses under the ABA Guidelines is accepted for students transferring from paralegal programs, whether ABA-approved or not. If a student has earned credit from an institution that is not ABA-approved, the Associate Dean, Business Programs reviews the description of the course content, the course syllabus (if necessary), and information about the institution before credit is transferred for equivalent law courses. A maximum of 24 credits will be accepted for equivalent law courses.

Although Stevenson University policy is that internships performed at other institutions do not transfer, there is an exception for students who perform paralegal internships with ABA-approved paralegal programs at other institutions. If a student successfully completes a three-credit internship class at an ABA-approved paralegal program, the internship requirement (LAW 225) can be waived and the student will take another three credit legal specialty course (upper- or lower- level) in its place.

Some students work as paralegals while completing the legal studies program. These students may apply for a waiver of the internship requirement (LAW 225). Paperwork from the student and the employer is required to verify that the student performed paralegal tasks and worked a minimum of 135 hours. If approved, the student will take another three credit legal specialty course (upper- or lower-level) in place of the internship class. Students working full-time, not as paralegals, can satisfy the internship requirement by completing a virtual internship as a paralegal, supervised by Stevenson University Online. This three credit virtual internship class is considered non-legal specialty.

The award of legal specialty credits through examination or portfolio is monitored to ensure that the quality and integrity of the legal program are maintained. A maximum of six legal specialty credits can be earned through examination or portfolio. To receive credit for prior learning for a legal specialty course through examination or portfolio, the examination or portfolio must be evaluated by a faculty evaluator. In conducting this evaluation, the faculty evaluator will ensure that the credit sought can be classified as legal specialty, the student meets the course objectives and practical skills to be developed for the course for which credit is sought, the student meets the needs of the legal community the program serves, and the student's work is comparable to course work offered within the legal studies program.

Requirements

The courses listed below are required for completion of the bachelor's degree in legal studies. Students must also complete the requirements for the Stevenson Educational Experience (SEE).

Specific pre- and co-requisites for each course are listed in the course descriptions.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
ACC 215	Survey of Accounting	3
POSCI 102	American Government: Political Institutions and Procedures	3
LAW 102	Introduction to Legal Studies	3
LAW 112	Torts	3
LAW 114	Estates and Trusts	3
LAW 120	Contract Law	3
LAW 125	Legal Research and Writing I	3
LAW 130	Business Organizations Law	3
LAW 204	Constitutional Law	3
LAW 210	Legal Research and Writing II	3
LAW 216	Civil Litigation and Pleading	3
LAW 225A	Internship: Part I	1
LAW 225B	Internship: Part II	2
LAW 352	Law Office Technology	3
LAW 480	Legal Studies Capstone	3

Six Law electives, two of which may be at the lower level (18 credits).

Minor in Legal Studies

A minor in legal studies is available. The minor in legal studies is not intended to prepare students to work as paralegals and is not approved by the American Bar Association. All course prerequisites must be met to be eligible to take the selected course for a minor. Please see a Student Success Coach for more information. Specific information regarding minor requirements may be found in the *Academic Information* (p. 38) section of the catalog.

Other Options

Bachelor's to Master's Option: The bachelor's to master's option is available for students majoring in legal studies who wish to combine their bachelor's coursework with work toward a master's degree in one of Stevenson's graduate programs. Students choosing this option may earn their master's degree in as little as one year after their bachelor's degree. Interested students must formally apply for entrance into a bachelor's to master's option in their junior year. Once admitted into this program, students develop an educational plan in consultation with their Student Success Coach. For more information on this program see the *Admissions* (p. 24) section of this catalog.

Legal Studies Second Bachelor's Degree

Legal Studies Second Bachelor's Program Description

Stevenson's second bachelor's degree in Legal Studies, which also is approved by the American Bar Association, is a 33-credit program. Students are required to complete the core courses, totaling 15 credits, plus six law electives, four of which must be at the upper level. The five core courses are offered in an 8-week hybrid format. The law electives are offered in 8-week online sessions. The following courses are required.

Program Requirements:

LAW 102	Introduction to Legal Studies	3
LAW 125	Legal Research and Writing I	3
LAW 210	Legal Research and Writing II	3
LAW 216	Civil Litigation and Pleading	3
LAW 480	Legal Studies Capstone	3
LAW	Two lower-level LAW electives	6
	Four upper-level LAW electives	12

Two lower-level LAW electives: 100- or 200- level.

Four upper-level LAW electives: 300- or 400- level.

Nursing - RN to BS Option

Statement of Purpose

The philosophy of the nursing program is articulated as follows:

"The Stevenson University nursing program, as an integral part of its parent institution, is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities. The philosophy and curricular focus of the nursing program emphasizes the ethic of caring, critical thinking, and a spirit of inquiry in education, practice, service, and research. The nursing faculty believes nursing is a professional discipline with academic and practice dimensions. The nursing faculty values scholarship and academic integrity and seeks to foster professional involvement and life-long learning in students and graduates. The essence of nursing is grounded in the philosophy of caring. The nursing faculty believes that caring exists in authentic relationships through which all persons are respected and nurtured. Within these co-created relationships, caring opens the possibility of transformation, inviting growth, healing, and wholeness of persons, families, and communities. In the reflective practice of nursing and nursing education, a caring environment affirms diversity in ways of being and ways of knowing."

Description

Nursing Program Description

Stevenson University offers the RN to BS option for registered nurses who would like to obtain a bachelor's degree in nursing. The curriculum is offered in an accelerated format and designed to enable online learners to complete the baccalaureate degree in nursing as part-time students taking one nursing course at a time.

All RN to BS courses are offered in 8-week sessions, with the exception of NURS 424 – Health in the Community, which is offered in a full 16-week semester. Multiple entry and exit points along the way enable registered nurses to complete requirements according to professional and personal goals. Some RN to BS courses are offered in a hybrid format, combining online and face-to-face delivery, at various locations throughout Maryland. All RNBS courses are offered online throughout the year, allowing RNs to schedule their academic work in keeping with family and work responsibilities.

The RN to BS option is a concentrated program for the registered nurse, who is highly motivated, self-directed, and able to participate in independent learning activities. The Stevenson University nursing program is fully accredited by the Commission on Collegiate Nursing Education and is approved by the Maryland Board of Nursing.

Qualified registered nurses must successfully complete a total of 120 credits, of which 30 credits must be taken at Stevenson University. RNs may transfer prerequisite non-nursing courses and college core courses, but the RN to BS nursing program requirements must be taken at Stevenson University. Students who take community college courses are required to submit official transcripts at the completion of their courses in order to obtain credit for these courses. The RN to BS courses required at Stevenson University total 30 credits. In accordance with the Maryland Articulation Model, Stevenson University will award 30 upper-division nursing credits to the registered nurse with an active, unencumbered nursing license upon enrollment in the RN to BS Option.

The RN to BS Option at Stevenson University partners with several community colleges across the state. In order to increase RNs' accessibility to baccalaureate education, curricular articulation agreements are in place with the following colleges:

- Anne Arundel Community College
- Baltimore City Community College
- Carroll Community College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College

Transfer guides allow registered nurses to complete all non-nursing program requirements at the community college. The RN to BS courses will be completed through Stevenson University, at the Owings Mills site, at a hospital partner site, at the community college site, or online.

Prior to enrolling in NURS 424 - Health in the Community, the student will be required to:

- Submit proof of health insurance coverage.
- Submit current CPR certification.
- Substantiate adherence to the Department of Nursing's Health Requirements.

Course Requirements for RN to BS and RN to MS Students

The Bachelor of Science degree in Nursing requires a minimum of 120 credit hours. The following are the major courses required for students in the RN/BS and RN/MS options. These courses must be taken at Stevenson University.

- GPS 200 Adult Learning Theory & Practice
- NURS 312 Physical Assessment and Pathophysiology
- NURS 313 Professional Seminar I
- NURS 315 Information Technology in Nursing and Health Care
- NURS 414 Nursing Leadership for RNs
- NURS 415 Professional Seminar II
- NURS 418 Nursing Research for RNs
- NURS 424 Health in the Community
- NURS 434 Professional Seminar III
- NURS 515 Concepts of Nursing Informatics (RN to MS only)

The following program requirements may be completed at another college or university and transferred to Stevenson.

- Anatomy and Physiology I and II
- Microbiology
- Introduction to Psychology
- Introduction to Sociology
- Human Growth & Development
- Communication
- Chemistry
- Nutrition
- Statistics
- Ethics

Stevenson University Online Articulated College Transfer (SUO ACT) **

In addition to the above courses, students who earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree may be awarded up to 21 credits towards Stevenson's general education requirements and electives in the RN to BS or RN to MS option. The 21 credits include the 3 credit ENG 152 course, 9 credits in humanities, 3 credits in fine arts and 3-6 credits within the general electives.

**Students who did not earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree may need to take additional courses. Please contact an enrollment counselor for further details.

Objectives

Nursing Program Outcomes

Based upon the concepts of person, health, environment, nursing and facilitation of learning as identified in the philosophy of the Stevenson University nursing program, the faculty subscribes to an organizing framework in which caring is firmly established in the practice of professional nursing. Graduates will be prepared to practice professional nursing.

Upon completion of the Stevenson University baccalaureate nursing program, graduates will be able to:

1. Integrate the concepts of caring in nursing practice in diverse health care settings across the health-illness continuum.
2. Engage in holistic reflective nursing practice informed by the arts, sciences, and humanities.
3. Exhibit competencies in critical thinking, communication, evidence-based decision making, scholarly inquiry and technical skills in the practice of nursing.
4. Integrate professional competencies in the nursing roles of provider, designer, manager, and coordinator of care and participate as an active member of the profession.
5. Assume ethical and legal responsibility and accountability in nursing practice, exemplifying the values of altruism, autonomy, human dignity, integrity, and social justice.
6. Apply leadership concepts, skills, and decision-making in creating caring environments to promote health and healing in individuals, families, communities, and global populations.

Policies

Nursing Program Policies

Students must achieve a grade of "C" or better in all required Stevenson nursing courses. If a student receives a "C-", "D+", "D", or "F" in any nursing course, the course must be repeated and a "C" or better must be achieved. A maximum of one nursing course may be repeated once throughout the nursing program. Students who earn a second grade of "C-", "D+", "D", or "F" in a nursing course will be automatically dismissed from the RN to BS option.

Requirements

The following are the major courses required for students in the RN to BS option.

Major Requirements:

GPS 200	Adult Learning Theory & Practice	3
NURS 312	Physical Assessment and Pathophysiology	3

NURS 313	Professional Seminar I	4
NURS 315	Information Technology in Nursing and Health Care	3
NURS 414	Nursing Leadership For RNs	3
NURS 415	Professional Seminar II	3
NURS 418	Nursing Research for RNs	3
NURS 424	Health in the Community	5
NURS 434	Professional Seminar III	3

Please refer to the course requirements for RN to BS Students section of the program description for additional course requirements.

Students who have been accepted into the RN to MS option will take the first graduate nursing course to fulfill the elective requirement.

Minor in Nursing - RN to BS Option

There is no minor in the nursing - accelerated RN to BS option.

Other Options

RN to MS Option:

Why choose Stevenson's RN to MS option?

This option was designed to give registered nurses who do not yet have a baccalaureate degree in nursing the knowledge and skills necessary to earn a baccalaureate degree. They then proceed directly into the master's program to pursue a concentration in either leadership/management, education, or population-based care coordination.

Although the most important aspect of applying to the RN to MS option at Stevenson may be the student's stated intention of wishing to make a difference in the nursing field, there are several other advantages for students, including:

- The need to submit only one application for both the undergraduate and graduate programs.
- The familiarity with Stevenson's educational culture, its policies and procedures, the technology environment, fellow students, and faculty and staff that make for an easier transition from the undergraduate to the graduate program.
- The ability to take a graduate course to meet a requirement for the bachelor's degree. Credits from that course will then count toward the MS program requirements.
- The first graduate course is billed at the undergraduate tuition rate.

RN to MS Admissions Criteria

- To be considered for the RN to MS option, applicants must have an active RN license and a cumulative grade point average (GPA) of 3.00 or above on a four-point scale from previous academic work, and they must submit two letters of recommendation.
- Students meeting these criteria may be accepted to the RN to MS option. To be admitted to the MS program after earning the BS, students must have a GPA of 3.00 or above in the RN to BS courses, have completed all non-nursing courses, and continue to hold an active RN license.

Students who start the RN to BS option and later decide that the RN to MS option would have been a better choice for them, can still apply. Criteria for admission are the following: completion of at least 12 RN to BS credits, GPA of 3.00 or above, and completion of the application for admission.

Associate to Bachelor's (ATB) Degree Nursing Option:

The Associate to Bachelor's (ATB) option is designed for students who want to be concurrently enrolled in a community college nursing program and the RN to BS option at Stevenson University. Currently, Stevenson University partners with the Community College of Baltimore County (CCBC) and Carroll Community College (CCC). Additional ATM partnerships are being developed. To be eligible for the ATB option, students must first be accepted to the respective community college nursing program. Interested applicants must meet all admissions criteria for both Stevenson University and the community college. Admission is a collaborative decision between Stevenson University and the community college.

ATB Admissions Criteria

Only those students who have already been accepted into the participating college's associate degree nursing program are eligible to apply to the ATB option. Students must fulfill all requirements for the Stevenson University Bachelor's degree as listed in the RN to BS option including those courses which are prerequisites for the ATB option. Students interested in this option should contact the ATB Coordinator in Stevenson University Online.

Undergraduate Courses

ACC - Accounting Courses

ACC 140 - Financial Accounting (3 credits)

Introduces students to financial accounting, a system which provides information for decision makers external to the business entity, primarily by means of general-purpose financial statements. Topics include the elements of financial statements, the application of accounting theory and generally accepted accounting theory and generally accepted accounting principles to business transactions, ethics, and internal controls.

Prerequisite: Eligible for ENG 151 and MATH 135. Offered: Fall and Spring.

ACC 141 - Managerial Accounting (3 credits)

Introduces students to managerial accounting. Students learn how to prepare and use financial information to make internal decisions. Topics include managerial accounting concepts, accounting for manufacturing firms, cost systems, standard costs, segment reporting, profit planning, budgeting, and performance measurement.

Prerequisite: A grade of C or better in ACC 140 Financial Accounting. SEE Certification: Quantitative Literacy. Offered: Fall and Spring.

ACC 215 - Survey of Accounting (3 credits)

Explains, in an abbreviated format, financial accounting for those majors whose curriculum is not based on the financial aspects of business. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business. **Restricted to non-accounting and non-business administration majors.**

Prerequisite: Sophomore standing or higher.

BIO-Biology Courses

BIO 240 - Nutrition (3 credits)

Examines the effect of nutritional status, food habits and food consumption on human health. Nutritional requirements at different stages of human development and various nutrients contained in representative food categories are covered. Techniques and procedures for the application of nutrition knowledge in the context of socioeconomic factors and consumer concerns are discussed. Specific application to nursing care is described. Restricted to nursing majors. This course does not satisfy a minor requirement in biology.

Prerequisite: Successful completion of the following required science courses: BIO 113, BIO 113L, BIO 203, BIO 222, and CHEM 110, CHEM 110L.

CM - Communication Studies Courses

CM 101 - Public Speaking (3 credits)

Focuses on the development of skills in the writing and presenting of various types of speeches. Students will practice and deliver several speeches with the goals to inform, persuade, and entertain audiences.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 115 - Interpersonal Communication (3 credits)

Emphasizes a connection between theory and practice to comprehensively view the concepts and research in dyadic interpersonal communication. Students improve upon a wide range of interpersonal skills to apply these to personal, social, and workplace relationships. In addition, issues of cultural diversity, ethics, technology, and power are covered.

Prerequisite: None. SEE Certification: Communication Intensive.

CM 205 - Communication Ethics (3 credits)

Introduces students to the field of communication ethics. Students will critically analyze how ethics and communication intersect in contemporary public issues. Communication ethics, as a response and responsibility in all interactions, will be stressed. The course will identify the questions that ethical communication raises as a starting point for practical decision-making.

SEE Certification: Communication Intensive and Humanities. Offered: Fall and Spring.

CM 211 - Intercultural Communication (3 credits)

Emphasizes a connection between communication theory and practice in multicultural contexts. Students learn to identify barriers that exist in communicating across cultures and to weigh strategies that help manage or overcome such obstacles in an effort at promoting effective intercultural communication.

Prerequisite: Sophomore status.

CM 255 - Small Group Communication (3 credits)

Examines theories, research, and case studies of small group and team communication. Students engage in exercises that help them to move from theoretical discussions into application and experience of the concepts presented.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 260 - Business and Professional Communication (3 credits)

Focuses on practice in effective speaking and writing within the contexts of business and related professions.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 275 - Principles and Practices of Public Relations (3 credits)

Examines the historical roots of public relations combined with the legal, ethical, and professional responsibilities of public relations

practitioners. This course explores the process of public relations, including the research, planning, action and communication, and evaluation of public relations initiatives. Through critical analysis of contemporary public relations case studies, students will assess and interpret both the successes and failures of for-profit and non-profit public relations organizations.

Prerequisite: A grade of C or better in a 100-level CM course.

CM 310 - Conflict Resolution and Negotiation (3 credits)

Focuses on conflict as inevitable and mainly productive. Students will examine definitions of conflict and develop knowledge and skills to recognize and manage conflict. Through theory, case studies, and practice, students will be given the opportunity to understand conflict in various contexts, for example, within themselves, in relationships, and in organizations.

Prerequisite: A grade of C or better in CM 101 and prior CM courses.

CM 323 - Writing for the Web (3 credits)

Develops skills in writing for online media, with a focus on the Internet's non-linear, visual, and collaborative possibilities. Students analyze a variety of web texts, learn the basic steps of developing a target audience, and produce personal, expository, and collaborative texts tailored to specific areas of interest through the development of a consistent voice and style.

Prerequisite: A 200-level WI course. SEE Certification: Writing Intensive.

CM 390 - Organizational Communication (3 credits)

Explores the connections between organizations and communication. Organizational communication will be introduced to students at philosophical, theoretical, and practical levels through discussions, papers, oral presentations, and group projects. Topics to be covered include, but are not limited to, supervisor-employee communication, networks, leadership, power, organizational cultures, and diversity in organizational processes.

Prerequisite: A grade of C or better in CM 260.

CM 401 - Senior Internship (Variable credits)

Provides the opportunity for students to gain career-related experience in a professional environment outside of

the classroom. Students identify opportunities and apply for internships independently. Student placements must be approved before the start of the internship. The internship coordinator offers faculty oversight of the academic component and guidance of the on-site internship. Students demonstrate achievement of goals with a daily journal, a self-evaluation, a site evaluation, and an on-site visit from the internship coordinator. Students must complete 120-hours in their internship.

Prerequisite: Senior status, site approval, and completion of MGT 204, MKT 206, VCD 270, CM 254/ENG 254, CM 260, and one other business course; permission of instructor required.

CM 402 - Special Topics in Communication (3 credits)

Rotates concepts covering various aspects of communication that build upon and extend ideas addressed in the existing communication courses. Topics will vary but may include communication in the media, psychology of advertising, gender differences in communication, and the politics of communication. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in CM 101.

CM 490 - Capstone (3 credits)

Provides an academic capstone for business communication majors and generally will focus on the practical application of knowledge and skills gained throughout the program. The communication concepts will be investigated thoroughly in research based projects. Through written projects, students will demonstrate their mastery of the business communication curriculum by applying communication constructs in real world, career based contexts and develop solutions for current ethical and professional issues.

Prerequisite: Senior Status. SEE Certification: Writing Intensive. Offered: Fall and Spring.

CJUS - Criminal Justice Courses

CJUS 101 - Introduction to Criminal Justice (3 credits)

Provides students with an overview of the criminal justice system, including historical development, present status, and suggested reforms. Topics covered include the duties and

functions of actors in the criminal justice system, such as victim, offender, police, prosecuting and defense attorneys, and courts and corrections. Also covered is the criminal justice process from the formation of laws to the final stages of the treatment of criminals.

Prerequisite: None. SEE Certification: Social Sciences.

CJUS 210 - Writing for Criminal Justice (3 credits)

Emphasizes the development of reading, writing, and critical thinking skills in criminal justice. This course provides students with the skills necessary to interpret literature in the field of criminal justice and to write and speak about criminal justice topics in an accurate, clear and concise manner. In addition to being introduced to the basics of criminal justice research and APA style, students will be taught to take notes effectively and to write reports, social histories, and scholarly essays, as well as agency and court narratives.

Prerequisite: A grade of C or better in ENG 152. SEE Certification: Writing Intensive.

CJUS 265 - The Juvenile Justice System (3 credits)

Examines the juvenile justice system including its history, structure, and interrelationships among law enforcement, the courts, and corrections. This course also explores federal, state, and local laws and programs with an emphasis upon case law and statutory law, both historical and current. Issues in terms of the philosophy of *parens patriae* doctrine and constitutional procedures are also explored.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 275 - Corrections (3 credits)

Examines the history, structure, and functions of corrections, and the legal and philosophical basis for the punishment of criminal offenders including the role of corrections as one of the three major components of the criminal justice system.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 280 - Law Enforcement (3 credits)

Provides students with an understanding of the fundamental principles of law enforcement. This course presents a substantial chronology of policing in the United

States, beginning with the pre-American experience and ending with recent events. A wide spectrum of law enforcement agencies, identifying the most important characteristics of city, state, and federal police work are examined. The services and importance of different police activities (patrol, traffic, and criminal investigation) are explained and particular attention is given to current issues and trends in law enforcement. Prerequisite: A grade of C or better in CJUS 101.

CJUS 285 - Criminology (3 credits)

Examines the nature and extent of criminology. This course places emphasis on past and current theories of crime; typologies of crime; and programs for the prevention, control, and treatment of crime. Students will explore criminal behavior from a variety of theoretical and historical perspectives. In addition, students will develop a better understanding of how crime, criminal behavior, and the criminal justice system are related. Prerequisite: A grade of C or better in CJUS 101.

CJUS 305 - Ethical Issues in Criminal Justice (3 credits)

Examines the field of criminal justice ethics, which broadly encompasses the history of justice and theories of morality and ethics. It includes the study of ethics from both the individual perspective and the organizational standpoint. Concrete ethical issues and dilemmas that are encountered regularly by participants in the major components of the criminal justice system are covered. Ethical decision making opportunities within the three major branches of criminal justice are analyzed. This includes law enforcement ethics, correctional ethics, and legal profession ethics.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 325 - Civil Liability in Criminal Justice (3 credits)

Examines civil liability issues at the local, state, and federal law levels. Students develop better awareness of the liability risks relative to criminal justice service by learning proactive protocols that may minimize personal and organizational liability risks related to 1983 actions, wrongful death actions, and various personnel laws including ADA, EEOC, age and sex discrimination and sexual harassment.

Prerequisite: A grade of C or better in CJUS 220, CJUS 275, and CJUS 280.

CJUS 335 - White Collar Crime (3 credits)

Examines the various forms of white-collar crime as illustrated through case studies. Students will estimate the extent and costs of these crimes which will be analyzed along with victim and offender profiles. Legal issues, including questions of corporate liability, will be reviewed as well as examination of the theoretical explanations for white-collar crimes committed by individual offenders and corporations. The problems associated with the enforcement of laws related to white-collar criminality, the investigation and prosecution of such offenses, and the sentencing of white-collar offenders will be examined.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 345 - Victimology (3 credits)

Examines the crime victim as a larger part of our society and as a participant in the criminal justice system. Students will study criminal victimization in the United States, the role the victims play in the criminal justice process, their personal victimization, and victim-targeted service programs.

Prerequisite: A grade of C or better in CJUS 101 and CJUS 285.

CJUS 350 - Special Topics (3 credits)

Examines areas of criminal justice of current interest that are not covered in other CJUS courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special criminal justice topics. The course topic will differ with each offering of the course and will be specified in the class schedule for the session offered. This course may be repeated for credit if the topics are different.

Prerequisite: A grade of C or better in CJUS 101.

CJUS 375 - Probation and Parole (3 credits)

Examines the organization and operation of probation and parole agencies as particular segments of the criminal justice system. The historical and philosophical foundations, theoretical concerns that the options present, as well as the practical aspects of the services rendered are analyzed. Other topics critically reviewed are community-based corrections, options for treatment and

intermediate sanctions, issues surrounding court orders and pre-sentence reports, the correctional and probation and parole officer's professional and ethical roles, and the legal decisions affecting practice in this field.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 383 - Law Enforcement and the Community (3 credits)

Examines the philosophy, tactics, problems, and solutions encountered when the community and police engage in the teamwork of community policing. Students will analyze the evolution of community policing; the community and law enforcement's relationship within this philosophy; community policing implementation; and, various community policing programs.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 385 - Research Methods in Criminal Justice (3 credits)

Examines research methods and techniques used within the field of criminal justice. Topics discussed include research design, measurements, sampling, data collection, data analysis, quantitative vs. qualitative methods, research ethics, and application. The course will provide students with the ability to conduct research and the insight to become intelligent consumers of research. Achieving these goals will ensure the ability in both the students' occupational and personal decision making skills in making informed and reasoned choices on the validity and potential utility of research findings.

Prerequisite: A grade of C or better in any 200-level CJUS course and MATH 136 or by permission of the criminal justice department chair.

CJUS 390 - Domestic Security (3 credits)

Introduces the causes, dynamics, and history of terrorism, extremist groups and cults, and their impact on the law enforcement profession. Emphasis is placed on issues associated with the causes and goals of terrorism, the cultural phenomenon of extremist groups and cults, and the challenges presented by these to future law enforcement professionals. Discussion topics will include a historical perspective of terrorism, international and domestic terrorism, political, cultural, and religious responses to terrorism, future predictions and role of law enforcement, the militarization

of a civilian law enforcement, the birth, rise and dynamics of extremist religious and political groups, and the dynamics and impacts of cults and inter- and intra-national considerations.

Prerequisite: A grade of C or better in any 200-level CJUS course.

CJUS 430 - Law Enforcement Administration and Management (3 credits)

Provides in-depth analysis and synthesis of the various components and approaches to management and management styles within a police agency. The course emphasizes operational considerations, patrol operations, and auxiliary functions of managers within a policing agency.

Prerequisite: A grade of C or better in CJUS 383.

CJUS 495 - Criminal Justice Capstone (3 credits)

Evaluates the competence of criminal justice majors in the discipline. Students will complete an applied research project or a research paper and will deliver a professional presentation about the experience. In addition, students will write about how the curriculum prepared them for the capstone course, how they have developed as writers, and how they view their future direction as criminal justice professionals.

Prerequisite: MATH 136, CJUS 210, CJUS 385, and senior classification. SEE Certification: Writing Intensive.

EC - Economics Courses

EC 201 - Principles of Macroeconomics (3 credits)

Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite: A grade of C or better in MATH 135 or MATH 136. Corequisite: ENG 151. SEE Certification: Social Sciences.

EC 202 - Principles of Microeconomics (3 credits)

This course examines the basic economic principles governing the decisions of the economic agent. Topics include product and factor

markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.

Prerequisite: A grade of C or better in MATH 135 or MATH 136. Corequisite: ENG 151. SEE Certification: Social Sciences.

ENG - English Courses

Note: SAT verbal scores, college placement tests, and high school transcripts determine a student's first semester English requirements. Advanced placement credit may be given based on the Advanced Placement tests given by the College Entrance Examination Board. (See "Placement" in the *Admissions* (p. 24) section of this catalog.) All students must establish evidence of writing competence by achieving a minimum grade of "C" in ENG 151 or presenting AP credit before proceeding to other English courses or graduating from the University. Except in the case of students who enter as transfers with writing and literature course credits from previous semesters, all writing courses must be taken at Stevenson University.

ENG 151 - Composition & Writing from Sources (3 credits)

Develops the ability to write clear, coherent, and well-developed expository prose. This course requires analytical reading and critical thinking and includes instruction and practice in research methods and writing from sources.

Prerequisite: Placement or a grade of "C" or better in ENG 148 (if only ENG 148 was required) or a grade of "C" or better in ENG 148 and DEVR 106# (if both courses were required).

ENG 152 - Writing About Literature (3 credits)

Develops the ability to write clear, coherent, and well-developed arguments. This course requires close reading of poetry, drama, and fiction and includes instruction in argumentation.

Prerequisite: A grade of C or better in ENG 151.

ENG 281 - Topics in Literature (3 credits)

Studies selected topics that recur in literature across time and/or across cultures. Students read texts closely and analyze them as representative samples of the literary treatment of the topic. This course may be

repeated for credit if topics are different.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities.

ENG 286 - Literary Genres: The Short Story (3 credits)

Studies the development and/or the form of the short story. Students read texts closely and analyze them according to the conventions and definitions of the genre.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Humanities.

FMI - Film and Moving Image Courses

FMI 101 - Cinema I: Storytelling (3 credits)

Introduces knowledge of basic video production equipment, crew functions, and techniques. Students learn and practice the foundational vocabulary of digital filmmaking and direct and shoot various short films of their own, working individually and in groups. Students also learn the principles of basic digital editing. Course includes studio and lecture.

Prerequisite: None. SEE Certification: Fine Arts.

FIN - Finance Courses

FIN 300 - Principles of Finance (3 credits)

Studies the financial tools and techniques used to manage money and investments in the modern business enterprise. Topics include financial analysis and planning, money and capital market instruments, risk analysis, and the time value of money.

Prerequisite: A grade of C or better in ACC 141, MATH 136, and EC 202. Corequisite: EC 201.

FSCI - Forensic Science Courses

FSCI 100 - Survey of Forensic Science (3 credits)

Introduces the various aspects of forensic investigations in solving crimes. Topics include drugs and toxicology, explosives, forensic biology (DNA), forensic chemistry (trace evidence analysis), firearms and toolmark identification, and questioned document examination. Evidence collection and processing in a manner that allows its use in court

proceedings will be covered. Restricted to non-science majors.

Prerequisite: Placement into MATH 135 or higher and ENG 151 or higher. SEE Certification: Scientific Reasoning.

GPS - Graduate and Professional Studies Courses

GPS 200 - Adult Learning Theory & Practice (3 credits)

Examines the way in which perceptions of the human experience influence life choices. Students will critically analyze theories of adult learning, behavioral changes, goal setting, and self-efficacy through the investigation of language and texts. Ethical and moral reflections will be exhibited through journals, discussions and debates. The course focuses on thinking critically, learning to learn, managing stress, planning time, conducting research, writing effectively, and evaluating language and texts. A scholarly research paper will be completed. The course prepares learners for the rigor of academia and increases their confidence that they can be successful.

Prerequisite: ENG 152. SEE Certification: Writing Intensive.

HE - Health Courses

HE 101 - Introduction to Stress Management (1 credit)

Provides students with a basic understanding of the concepts of stress management and the application of these concepts to personal stress management. Students will be presented with various tools and strategies both to assess personal areas of stress and to manage stress culminating in the development of an individual stress management plan. May be used to satisfy PE requirement.

Prerequisite: None.

HIST - Public History Courses

HIST 110 - The United States: 1877 to Present (3 credits)

Surveys the major events, ideas, and personalities critical to the development of the United States from 1877 to the present. This course will examine the consequences of the Civil War and Reconstruction, Populism, Progressivism, the two World Wars, the Roaring Twenties, the Great Depression, the Cold War, and the post-Cold War world.

Prerequisite: A grade of C or better in ENG 151 or equivalent (may be taken concurrently). SEE Certification: Humanities.

HIST 337 - The United States: The Sixties (3 credits)

Emphasizes primary sources to explore the fast-paced social, political, and cultural changes that occurred in America from 1960 to 1974. This course explores major trends in society, the economy, and politics. Topics include the presidencies of Kennedy, Johnson, and Nixon; the civil rights and black liberation movements; the Vietnam War; the rise and fall of the New Left; and the counter-culture.

Prerequisite: A grade of C or better in a 100- or 200-level American history class and ENG 152 or equivalent.

HSR - Human Services Courses

HSR 101 - Family Studies (3 credits)

Explores family forms and issues across the life course in terms of current and historical trends as well as cross-cultural variations. The course addresses marriage and the family, partner selection and intimate relationships, and family crisis and social policy.

Prerequisite: ENG 151 (may be taken concurrently). SEE Certification: Social Sciences.

HSR 201 - Introduction to Human Services (3 credits)

Provides an overview of the goals, functions and organization of human services for individuals and groups. Students also examine the major theoretical approaches for helping people in need and the various functions of professionals in human services.

Prerequisite: A grade of C or better in ENG 151. SEE Certification: Social Sciences.

IS - Information Systems Courses

IS 135 - MS Office Applications (3 credits)

Provides students the opportunity to design professional quality business and technical documentation using basic and advanced features of MS Excel including integration with MS Word and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite: None.

IS 140 - Information Systems Architecture and Design (3 credits)

Examines the component technologies of information system architectures. The course will cover the design principles behind computer hardware and peripheral devices, network components, and network operating systems. Students will explore topics in computer hardware design from handheld devices to large-scale super computers.

Prerequisite: None.

IS 150 - Relational Database Design & SQL with MS Access (3 credits)

Explores relational database architecture and provides hands-on instruction in SQL using Microsoft Access. Students will evaluate the business requirement and design an effective relational database solution. Students will perform common workplace SQL tasks such as creating databases, tables and reports; inserting, updating, and selecting rows; designing queries, views, and data entry forms; and importing and exporting of data.

Prerequisite: A grade of C or better in IS 135.

IS 170 - Systems Development with UML (3 credits)

Addresses the processes and methodologies of systems development to include project management; systems analysis; and modeling of systems, data, processes, and applications. Object Oriented Analysis and Design Methodologies using Unified Modeling Language (UML) are explored.

Prerequisite: None.

IS 201 - Management Information Systems (3 credits)

Introduces effective and efficient use of information technology (IT) to support the mission of the organization which is critical. Strategic use of IT and the ability to manage information systems enables organizations to reduce or remove distance barriers, reduce time for processing and decision making, and support effective and efficient use of scarce resources. In this course students will learn skills and techniques used to implement and operate marketplace IT tools to support organizational objectives and strategies. This course is a broad survey of IT-related topics and

introduces students to business information systems, IT infrastructure and emerging technologies, security, telecommunications, the Internet and the Web, decisions making systems, and ethical and social issues in IT.

Prerequisite: A grade of C or better in IS 135.

IS 231 - Network Technologies (3 credits)

Prepares the student to perform key network configuration and troubleshooting skills used by IT professionals. Students will learn the functional concepts of leading network architectures. Students examine in detail the TCP and IP family of communication protocols, structured cabling systems, fiber optic and wireless systems.

Prerequisite: A grade of C or better in IS 140.

IS 232 - TCP and IP Communication Protocols for Windows and UNIX (3 credits)

Prepares the student in the planning, installation, configuration, and management of a TCP- and IP-based network. Students will learn to monitor, optimize, diagnose, and resolve problems on the network using standard tools and utilities found in the workplace. The internal process of TCP will be examined along with the classic hacking attacks and countermeasure techniques.

Prerequisite: A grade of C or better in IS 231.

IS 235 - Advanced Windows Server Architecture & Administration (3 credits)

Examines the management tools essential for creating, designing, and maintaining a Windows Server Active Directory. Students will learn planning, installation, configuration, and administration of Windows Active Directory. Students will create from the ground up a network infrastructure using Windows Advanced Server. Domain Name System (DNS), forest designs, site topology and replication, organizational unit structure, group policy and delegation of control are just a few of the essential topics covered in this course.

Prerequisite: A grade of C or better in IS 231.

IS 240 - Programming Concepts (3 credits)

Introduces programming constructs common to most languages, laying a

solid foundation on which more advanced topics will build. The course will introduce a modern integrated development environment. Key topics will include object oriented programming design concepts, GUI design guidelines, data structures, and database connectivity. Students will design a series of small business applications linked to a database.

Prerequisite: A grade of C or better in IS 150 (may be taken concurrently).

IS 241 - C# Object Oriented Programming (3 credits)

Applies principles of object-oriented programming using C#. Key topics include the .NET Integrated Development Environment, control structures, methods, properties, classes, inheritance, polymorphism, data abstraction, arrays, data structures, collections, ADO .NET, GUI forms, controls, events, multimedia, graphics, and web services. Students will build a series of database connected business applications.

Prerequisite: A grade of C or better in IS 240.

IS 252 - Advanced SQLQuery Design with Oracle & SQL Server (3 credits)

Develops proficiency in effective database and query design. Students will learn the underlying concepts of complex SQL Queries, the key to writing serviceable code, the normalization of data to minimize duplication and errors, the design of stored procedures and triggers to improve system performance, optimization techniques using cursors and join statements, transaction control, techniques for securing data, and tools for testing data integrity. Students will design a multi-table, normalized, relational business database and advanced SQL queries.

Prerequisite: A grade of C or better in IS 240.

IS 260 - Presentation Theory and Application (3 credits)

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite: None.

IS 280 - Data Management (3 credits)

Explores data storage, data archiving, quality assurance, data warehousing, data mining, and data security from a technology management perspective.

Prerequisite: A grade of C or better in IS 150.

IS 301 - Principles of E-Commerce (3 credits)

Introduces students to various technologies, applications, and issues associated with electronic commerce. There is a focus on understanding how organizations can adopt and integrate e-commerce in pursuit of organizational goals and to gain competitive advantage. Students learn about the background and history of e-commerce, e-commerce business models, online security and payment systems, e-marketing, online retailing and services, and the ethical, social, and political issues in e-commerce. Students will also conceptualize and create a basic business-focused website using popular free and low-cost web design tools.

Prerequisite: A grade of C or better in IS 201.

IS 320 - Human-Computer Interaction (3 credits)

Addresses the practical principles and guidelines needed to develop high quality interface designs for interactive systems, specifically ones that users can understand, predict, and control. The course covers theoretical foundations of human-computer interaction and design processes such as expert reviews and usability testing. Students will assess design considerations with respect to how humans act and react when confronted with a variety of interfaces, with balanced emphasis on mobile devices, Web, and desktop platforms.

Prerequisite: A grade of C or better in IS 201.

IS 331 - CISCO TCP and IP Routing (3 credits)

Examines techniques for deployment of quality of service features, route distribution, and route cost determination, all of which improve performance and guarantee delivery of the business' most important data. Students will gain hands-on experience in the configuration and management of CISCO routers and switches. Best practices in the design of an effective routed infrastructure will be addressed.

Prerequisite: A grade of C or better in IS 232.

IS 332 - High Speed Broadband Networks (3 credits)

Provides an in-depth examination of leading broadband network technologies including ATM, xDSL, Cable Modem, Gigabit Ethernet, T-Carrier Systems, SONET and SDH, Frame Relay, SMDS, VOIP, Internet2, and GEANT. The course will also explore topics in fiber optic systems including Wavelength Division Multiplexing (WDM) and Dense WDM (DWDM). Students will learn how to design and cost out global network connections, and compare the leading product offerings from the top tier vendors in each area of broadband network technology.

Prerequisite: A grade of C or better in IS 231.

IS 335 - Wireless LANS and Mobile Communication Systems (3 credits)

Examines the concepts and implementation of wireless technologies to include the IEEE 802.11 family of wireless local area network standards, IEEE 802.16 Wi-MAX, Local Multipoint Distribution Service (LMDS), satellite networks (GEO, MEO, LEO), microwave and laser links, and Mobile IP. Students will explore technologies such as the cellular communications system, General Packet Radio Services (GPRS), Global System for Mobile communication (GSM), Specialized Mobile Radio (SMR), Universal Mobile Telecommunications Service (UMTS), and 4G Wireless systems.

Prerequisite: A grade of C or better in IS 231.

IS 343 - Web Architecture & Design Technologies (3 credits)

Explores the art and architecture of web design. Students will learn the concepts of creating dynamic and interactive web pages with graphics, video, sound and animation using advanced Dynamic HTML techniques. JavaScript and ASP.NET will be introduced. Using popular web design tools, students will create several business-focused websites.

Prerequisite: A grade of C or better in IS 240 and IS 301.

IS 345 - Java Programming (3 credits)

Creates JAVA applications and Applets using the command line and WebSphere. The course will cover the use control structures, custom classes,

design methods, manipulate arrays, use OOP design principles to develop reusable components, processing, handle errors with exception code, create multithreaded applications, create networked applications, and leverage JDBC for improved database connectivity.

Prerequisite: A grade of C or better in IS 241 and IS 252.

IS 348 - Advanced Business Applications (3 credits)

Develop applications and components, apply inheritance and polymorphism to objects, organize code using namespaces, handle errors, access data using ADO.NET, create Windows applications and controls, create transactional and queuing components, create web services, and use assemblies to organize and deploy applications and libraries. Students will build a series of database connected, business applications.

Prerequisite: A grade of C or better in IS 241 and IS 252.

IS 349 - Service-Oriented Architecture and Dynamic Web Development (3 credits)

Implements a Service-Oriented Architecture, and develops Web Services and Web Services clients. Utilizes XML-based open standards-WSDL, SOAP, and UDDI-to support Web Services. Students will also build several dynamic Web sites implementing advanced features including Web forms, XML, database connectivity, client side and server side scripting, and electronic payment.

Prerequisite: A grade of C or better in IS 343 and IS 348.

IS 350 - IS Internship (3 credits)

Allows students to earn credit for an internship. Open to students who are currently working in an IT position during the semester enrolled or to students have worked an internship during a preceding semester. Students will reflect on the ways in which their course work prepared them for the workplace. They will demonstrate the ability to articulate, verbally and in writing, how they applied IT skills and knowledge learned in specific courses to the tasks performed during their internship.

Prerequisite: Junior status.

IS 361 - E-Collaboration and Social Networking (3 credits)

Examines various technologies, applications, and issues associated with electronic collaboration and social networking. There is a focus on

understanding how organizations can adopt and integrate e-collaboration and social networking in pursuit of internal and external organizational goals and to gain competitive advantage. Students learn about the background and history of e-collaboration and social networking, cloud computing, social computing, electronic word-of-mouth, viral marketing, and the ethical, personal, organizational, and political issues in e-collaboration and social networking. Students will also conceptualize and create a business-focused social network using free and low-cost web-based applications.

Prerequisite: A grade of C or better in IS 301.

IS 365 - Writing for IS Applications (3 credits)

Focuses on effective writing of deliverables typical in the information systems profession. A major theme will be crafting messages with technical content for a non-technical audience. Students will practice developing communications products that they will encounter in their careers, such as instruction manuals, project proposals, managerial briefings, and IT policies.

Prerequisite: MGT 210.

IS 380 - Information Security for the Organization (3 credits)

Addresses top security issues and surveys tools to detect threats and protect valuable organization resources. Key topics including threat and risk assessment, viruses, worms, Trojan horses, port scans spyware, and denial of service attacks will be covered along with discussion of free security tools available to help uncover vulnerabilities. Students will write a security policy for their organization. Checklists for protecting business resources will be covered in detail and provided.

Prerequisite: A grade of C or better in IS 231.

IS 385 - Management of Business Networks (3 credits)

Examines components of the business network, emphasizing the strategic selection and configuration of components to solve specific organizational problems. This course introduces students to file servers, application servers, database servers, transaction processing, and groupware. The use of wide-area network services and the Internet to interconnect global business units is reviewed. Students learn the essential concepts of each technology and the

interrelationships between the technologies to achieve an understanding of the business network environment.

Prerequisite: A grade of C or better in IS 231.

IS 386 - E-Commerce Business Solutions (3 credits)

Surveys the most common technologies employed to electronically link businesses with their partners, suppliers, distributors and customers. Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), Electronic Payment Systems and other Business to Business (B2B) systems will be surveyed and compared.

Prerequisite: A grade of C or better in IS 301.

IS 387 - Wireless Technology Solutions for the Office (3 credits)

Examines and compares the various wireless technologies available for the office environment at home or at work. Competing wireless technologies are compared and contrasted based on function, cost, security, and performance. Products implementing technologies such as Bluetooth, 802.11a, 802.11b, 802.11g, and the cellular phone system will be examined and their niche areas of usefulness in the workplace detailed.

Prerequisite: A grade of C or better in IS 201.

IS 391 - Incident Response and Investigation Methods (3 credits)

Examines the role of the computer forensics investigator as a member of an Incident Response Team and explores the nature of the threat to organizations, the indicators that an incident is underway, the policies and procedures to be followed when an incident is detected, and the investigation methods used to collect evidence for prevention or prosecution. The course will explore the best practices used to create, organize and deploy an incident response team for malicious activity.

Prerequisite: A grade of C or better in IS 231.

IS 392 - Information Systems Forensics Internals-Auditing (3 credits)

Examines the tools and techniques used in the recovery of information-systems-generated artifacts used to aid forensic evidence collection and

timeline corroboration. Students will examine system policies, auditing techniques, authentication methods, and event and system logging techniques for the family of Windows and Mac operating systems. Students will review documented prosecutions and investigations where operating system artifact recovery led to a successful resolution.

Prerequisite: A grade of C or better in IS 231.

IS 393 - Forensic Evidence Collection Tools and Techniques (3 credits)

Provides hands-on expertise in evidence collection and analysis with the leading forensic tools in use throughout the government, military, and law enforcement agencies. Evidence handling and timeline techniques will be covered with particular emphasis on the relationship to court testimony.

Prerequisite: A grade of C or better in IS 391 and IS 392.

IS 431 - Exchange Server & Messaging Systems (3 credits)

Enables students to install, configure, and manage Microsoft's Exchange Server, a leading technology solution for enterprise wide collaboration. The course will examine in detail the components of the messaging infrastructure; key support tasks in configuration, optimization, and data protection; and competing messaging solutions.

Prerequisite: A grade of C or better in IS 232 and IS 235.

IS 432 - Network Security-Firewalls, IDS, and Counter Measures (3 credits)

Examines the types of attacks launched by intruders and the system components that offer intrusion prevention, protection, and detection. Students will learn to configure firewalls, Intrusion Prevention, and Intrusion Detection Systems. Hacking exploits and the countermeasures to defeat them will be examined in detail.

Prerequisite: A grade of C or better in IS 232.

IS 443 - XML E-Business Applications (3 credits)

Develops in-depth knowledge in writing well-formed XML Syntax, creating richer documents using namespaces to distinguish XML vocabularies, leveraging DTD's and Schemas to improve compatibility with externally designed applications,

designing cascading style sheets to improve the expression of XML data, using the XPath querying language and XSLT style sheets to enable applications to extract components of an XML document. Students build an XML application that translates data from dissimilar databases in a web-based application.

Prerequisite: A grade of C or better in IS 301.

IS 444 - Wireless Application Development (3 credits)

Develops hands-on experience in the design of wireless applications using Microsoft's .NET Compact Framework and the Mobile Internet Toolkit development environment for mobile applications. Students will create several applications for handhelds.

Prerequisite: A grade of C or better in IS 345.

IS 475 - Special Topics in Information Systems (3 credits)

Offers topics which vary each year to reflect new and emerging computer-related technologies and techniques in business and industry.

Prerequisite: Fourth year status or permission of the instructor.

IS 480 - Technology Law (3 credits)

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property, and ensure electronic information is accessible to people with disabilities. A survey of the legislation used to implement the law is covered. Pertinent sections of the federal regulations are examined to determine impact on procedures and policies.

Prerequisite: Senior status.

IS 481 - Project & Knowledge Management (3 credits)

Enhances the knowledge, skills, and tools required to deliver projects on time and within budget. Students will explore the reasons for failed projects, the competencies of successful project managers, the functions all project managers perform, the tools project managers use to keep projects on time and within budget, and the project management life cycle.

Prerequisite: Senior status, a grade of C or better in IS 140, IS 170, and at least two IS courses from upper level electives.

INBUS - International Business

INBUS 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: MGT 315. Offered: Fall and Spring.

INBUS 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multinational enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for Legal Studies majors) or LAW 208 or LAW 308 (for business and accounting majors) and senior status. Cross-Listed as: LAW 470. Offered: Fall.

INDSC - Interdisciplinary Studies

INDSC 260 - Introduction to Interdisciplinary Studies (3 credits)

Introduces concepts and principles of interdisciplinary. Students develop skills in interdisciplinary research and problem solving, oral and written communication, and integrating diverse perspectives.

Prerequisite: Grade of C or better in ENG 152 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive.

INDSC 350 - Topics in Interdisciplinary Studies (6 credits)

Examines selected issues or themes that can be approached from at least two academic disciplines. Rotating topics may be developed within the following categories: social phenomena and events, ideas and applications, or area studies.

Prerequisite: Third-year status or permission of the program coordinator of interdisciplinary studies.

INDSC 360 - Interdisciplinary Research and Writing (3 credits)

Provides an opportunity for students to examine a topic of personal interest through independent interdisciplinary research. Continues practice in problem solving, oral and written communication, and integration of diverse perspectives, the skills featured in INDSC 260.

Prerequisite: Grade of C or better in INDSC 260 and declared Interdisciplinary Studies major. SEE Certification: Writing Intensive.

INDSC 450 - Senior Project: Seminar in Interdisciplinary Studies (3 credits)

Supports research-based projects presented by Interdisciplinary Studies majors in partial fulfillment of the requirements for the bachelor's degree. Each senior investigates a special interest or problem incorporating selected approaches and perspectives of the core disciplines of his or her unique interdisciplinary program.

Prerequisite: Senior status and permission of the Interdisciplinary Studies program coordinator.

LAW - Legal Studies Courses

LAW 102 - Introduction to Legal Studies (3 credits)

Provides an overview of the functions of our legal system and the sources and nature of our laws. This course introduces many substantive and procedural areas of law. This course also examines the legal profession, the role of the paralegal, and the regulation of attorney and paralegal conduct. Students will begin identifying career goals. This course provides an in-depth examination of legal ethics and introduces students to the types of ethical dilemmas they may face in the work force and to methods for researching the answers to and resolving ethical dilemmas. Legal specialty course (LSC)

Prerequisite: A grade of C or better in ENG 151 (may be taken concurrently).

LAW 112 - Torts (3 credits)

Provides an introduction to the broad area of civil wrongs and their appropriate remedies. Tort Law principles of liability for personal, property, and economic harm, negligence (including professional malpractice), strict liability (including products liability), and intentional torts will be covered. Affirmative defenses and limitation of duties including

assumption of the risk, contributory negligence, comparative negligence, immunity, and limited liability of property owners will also be reviewed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151 (may be taken concurrently).

LAW 114 - Estates and Trusts (3 credits)

Introduces students to the laws governing wills and estates. Topics covered include will drafting, inheritance through testacy and intestacy, the role of personal representatives in estate administration, formal and informal probate procedures, and tax ramifications of estate planning. The course also provides an overview of techniques for gathering facts, listing assets, and drafting probate documents and reports. Students will also gain first-hand knowledge of preparing wills and applying probate procedures in opening and closing an estate. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151 (may be taken concurrently).

LAW 120 - Contract Law (3 credits)

Provides a detailed introduction to the common law of contracts and the Uniform Commercial Code. Examines such topics as the bases for enforcing promises, the bargaining process, contract formalities, enforcement, breach, defenses, remedies, and assignment and delegation. Drafting skills are introduced and developed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151 (may be taken concurrently).

LAW 125 - Legal Research and Writing I (3 credits)

Provides an introduction and overview to the methods of legal research and legal writing. Students will examine the various sources of law and categories of research materials. Students will be introduced to writing citations and learn how to develop a research plan, how to analyze cases and statutes, and how to use the law library. Basic legal writing skills will be covered as well as computer-assisted legal research. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151.

LAW 130 - Business Organizations Law (3 credits)

Examines the nature of sole proprietorships, partnerships, limited partnerships, limited liability companies, corporations, and S corporations. Emphasis will be placed on the drafting of articles of incorporation and articles of organization, partnership agreements, certificates of limited partnership, corporate minutes and consents, and preparation of various governmental filings that accompany corporate, LLC and partnership formation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151 (may be taken concurrently).

LAW 204 - Constitutional Law (3 credits)

Introduces the Constitution with an emphasis on the Bill of Rights. Examination of criminal and civil constitutional rights, including the underlying legal principles governing searches and seizures, self-incrimination, due process, and equal protection of the law, will be included. Prerequisite: A grade of C or better in LAW 102 and ENG 151.

LAW 208 - Business Law (3 credits)

Examines the legal aspects of business relationships, contracts, sales and Uniform Commercial Code, agency, and business organizations law.

Restricted to non-legal studies majors.

Prerequisite: None.

LAW 210 - Legal Research and Writing II (3 credits)

Continues the examination of the methods of legal research and legal writing. Students will examine in depth the primary and secondary state and federal materials. Students will learn to update and validate their research. Emphasis will be placed on creating a successful research strategy. Advanced computerized legal research will be incorporated into research assignments. Students will analyze and synthesize the results of their research and incorporate their research into forms of persuasive legal writing. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 125. SEE Certification: Writing Intensive.

LAW 215 - Criminal Law (3 credits)

Examines crimes and offenses, criminal procedures and constitutional guarantees of accused persons, jurisdiction of courts, preparation for trial, and appellate and post-conviction procedures.

Prerequisite: A grade of C or better in LAW 102 and ENG 151.

LAW 216 - Civil Litigation and Pleading (3 credits)

Provides a basic understanding of civil litigation and the functions and operations of the state and federal court systems. Includes selection of the proper court, court jurisdiction, pleadings and other court documents, discovery, rules of evidence, trial tactics, and principles of litigation. Students will study of the rules of procedure for Maryland courts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 112, LAW 120 and LAW 125.

LAW 225A - Internship: Part I (1 credit)

Constitutes on-campus workshops and seminars in preparation for student workplace internships. Legal specialty course (LSC) Restricted to paralegal studies majors.

Prerequisite: A grade of C or better in ENG 151 or HON 171, ENG 152 or ENG 202, and LAW 125.

LAW 225B - Internship: Part II (2 credits)

Consists of 135 hours of supervised work in a law office or legal department as a paralegal. Legal specialty course (LSC)

Restricted to legal studies majors.

Prerequisite: A grade of C or better in LAW 225A and Law 210, and 15 additional LAW credits.

LAW 260 - Juvenile Justice (3 credits)

Examines the legal problems faced by children within the family, at school, and in the criminal justice system. An in-depth analysis will be made of the issue of delinquency, including theories of delinquency, the impact of gender, family, peers, schools and drug use on delinquency, and policies and programs designed to prevent delinquency. Students will develop a working knowledge of the juvenile justice system, including police, court and corrections processes and procedures.

Prerequisite: A grade of C or better in ENG 151.

LAW 305 - Special Topics in Law (3 credits)

Examines areas of law of current interest not covered in other LAW courses. Emphasis will be placed on developing critical thinking and analytical skills through the study of special legal topics. Special topics will be selected based on current events, developments in technology, changes in the law, and employer needs. The course topic will vary, and will be specified in the class schedule for the term offered. This course may be repeated for credit if topics are different.

Prerequisite: A grade of C or better in LAW 210.

LAW 312 - Advanced Business Organizations (3 credits)

Examines the essential documentation of business entity formation and operation including organizational documents, limited partnership agreements, articles of transfer, articles of dissolution, articles of merger, various tax elections, buy-sell agreements, and various types of minutes. Further, students will examine the fiduciary relationships both within various entities and their management's relationships with and duties toward others, including investors, lenders, employees, the government, consumers and society. Practical and intellectual appreciation of business forms is gained through an approach that considers the impact of current events on public confidence in business organizations and their management. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 315 - Advanced Estate Administration (3 credits)

Examines the administration of a complex decedent's estate, preparation of all probate documents, including inventory and accounts, problems of valuation and appraisal of assets, preparation of federal estate tax return, and study of Maryland inheritance and estate taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114.

LAW 320 - Bankruptcy Law (3 credits)

Examines voluntary and involuntary proceedings, functions of the trustee, secured and unsecured debts and

claims, exemptions, and discharge of debts, voidable transactions, preparation of petitions, schedules and other documents, and comparison with insolvency proceedings and compositions of creditors. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 322 - Criminal Investigation and Procedure (3 credits)

Provides students the opportunity to study the principles and procedures employed in the investigation of crime. Emphasis is placed on the investigation of specific crimes, identification of information sources, and the procedures required for the proper handling of evidence.

Prerequisite: A grade of C or better in LAW 204.

LAW 325 - Employment Law (3 credits)

Provides an overview of the law of the workplace. This course examines the impact on the employer-employee relationship and provides guidance within the environment of employment law. It also examines employment law as the crossroads of several legal disciplines: contract, tort, and agency, common law, regulatory, and statutory law, as well as social, economic, and political policy. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 130.

LAW 330 - Advanced Estate Planning (3 credits)

Examines the entire estate planning process (as opposed to estate administration) using a step-by-step approach. Various aspects of estate planning are covered including the topics of wills, will substitutes, trusts, estate and gift tax planning, business succession planning, asset protection, estate and trust administration, and death taxation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 114.

LAW 340 - Income Taxation (3 credits)

Examines the general principles of taxation of individuals, corporations, partnerships, and estates and trusts, with emphasis on points of tax law relating to individuals. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151.

LAW 352 - Law Office Technology (3 credits)

Introduces specialty applications software for law office management and case management. Examines computer applications in the legal field by studying the fundamentals of computer technology in the practice of law and reviewing the building blocks of law-related applications software including word processing, spreadsheets, electronic databases, and other tools. Instructs students on conducting e-discovery and related computer applications for litigation, such as the electronic courtroom, presentation and trial graphics, and electronic trial preparation. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 356 - Domestic Relations (3 credits)

Studies the law regarding matters related to the family, including adoption, child support, custody, spousal support, guardianship, marital property, and the requirements for the formation and termination of a marriage. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 102 and ENG 151.

LAW 365 - Health Care Law (3 credits)

Studies the framework of regulation of the health care arena, including the credentialing of health care professionals and how health insurance can define access to health care. Analysis of fraud and abuse legislation and regulations, including application of the law to hypotheticals, is covered. A review of the effect of antitrust legislation on health care business transactions is also included. The laws of birth and death will be examined.

Prerequisite: A grade of C or better in LAW 210.

LAW 380 - Mediation and Negotiation (3 credits)

Studies the role of mediation in resolving conflicts. This course includes an introduction to the skills and procedures needed to settle disputes and an examination of the dimensions and benefits of mediation and its use within the field of alternative dispute resolution.

Prerequisite: A grade of C or better in ENG 151.

LAW 404 - Advanced Constitutional Law (3 credits)

Analyzes the Fourteenth Amendment rights of due process and equal protection. This course also includes examination of principles involving the Commerce Clause and Commercial Free Speech and review of recent decisions by the Supreme Court that significantly impact the major areas of criminal and civil law.

Prerequisite: A grade of C or better in LAW 204.

LAW 450 - Administrative and Government Law (3 credits)

Examines administrative law and policy at the federal and state levels. This course emphasizes how the administrative process functions in theory and in practice from the perspective of the lawyer and the paralegal. This course also includes rule-making, both informal and formal, adjudication at the administrative level, judicial review, Freedom of Information and Public Information Act, and Federal and Maryland Administrative Procedure Acts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 216.

LAW 462 - Advanced Contract Drafting (3 credits)

Instructs students in the skill of contract drafting. Students will learn the different parts of a contract and how to draft each part, to write provisions that are clear and unambiguous, then to organize the parts into a cohesive contract. Reviewing and commenting on contracts drafted by others will be studied. Students will consider ethical issues in drafting contracts. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 120 and LAW 210.

LAW 470 - International Business Law (3 credits)

Examines various aspects of international business law, including multi-national enterprises, trade in goods, services and labor, money and banking, foreign investment, sales, intellectual property, transportation, financing, taxation, environmental protection, and dispute resolution.

Prerequisite: A grade of C or better in LAW 130 and LAW 210 (for legal studies majors) or LAW 208 or LAW 308 (for business or accounting majors) and senior status. Cross-Listed as: INBUS 470.

LAW 480 - Legal Studies Capstone (3 credits)

Serves as a capstone course employing a broad range of substantive legal skills including legal research, legal writing, analytical reasoning, oral communication, professionalism, and technology. Through student projects in transactional law and/or litigation practice, students demonstrate their mastery of the paralegal curriculum by performing legal and administrative tasks required for paralegal employment. Students' professional portfolios are completed. Legal specialty course (LSC)

Prerequisite: A grade of C or better in LAW 210 and senior status. SEE Certification: Writing Intensive.

MGT - Management Courses

MGT 204 - Principles of Management (3 credits)

Examines theories and principles underlying the management process. Students discuss fundamental management activities including planning, organizing, leading, controlling, and decision making.

Prerequisite: ENG 151 or equivalent (may be taken concurrently).

MGT 210 - Business Writing (3 credits)

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite: A grade of C or better in ENG 152 or equivalent. SEE Certification: Writing Intensive.

MGT 308 - Business Ethics (3 credits)

Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 or PHIL 416 are not eligible to take MGT 308.

Prerequisite: A grade of C or better in ENG 152 or equivalent and MGT 204, third-year or fourth-year status, or permission of the instructor.

MGT 310 - Organizational Behavior (3 credits)

Examines human resource problems and the integration of management theory and behavioral concepts as

they relate to modern organizations. Topics discussed include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.

Prerequisite: A grade of C or better in MGT 204 or HSR 340.

MGT 312 - Analysis of the Managerial Environment (3 credits)

Analyzes both external and internal factors affecting the organization overall as well as specific business functions that sustain the strategic direction of an organization. This course builds on knowledge and skills learned in previous business, accounting, and economics courses, and focuses on strategic planning.

Prerequisite: A grade of C or better in ACC 141, EC 201, EC 202, MGT 210, and MGT 310. SEE Certification: Writing Intensive.

MGT 313 - Operations Management (3 credits)

Investigates effective operating control in businesses and the interrelationship between operations and other functions of an organization. Topics include operating strategy, production planning, quality management, inventory management, project management, and technology assessment.

Prerequisite: A grade of C or better in MGT 204 and MATH 136.

MGT 315 - International Business Management (3 credits)

Examines international business activities and how business and management decisions are affected by international politics, treaties, and agreements. This course also discusses differences in customs and ethics, changes in monetary exchange rates, uses of foreign labor, and effects of natural events on management decisions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206. Cross-Listed as: INBUS 315.

MGT 340 - Organizational Leadership (3 credits)

Examines leadership in organizations and the personal approaches necessary for effective leadership and followership under a variety of conditions. Leadership theories and research including traditional and contemporary perspectives are reviewed.

Prerequisite: A grade of C or better in MGT 204 or permission of the department chair.

MGT 408 - Human Resource Management (3 credits)

Examines human resource management and the role of line managers and HR professionals in recruiting, developing, and retaining a competent work force. Discussion will also include job analysis and design, human resource planning, compensation, benefits, labor relations, equal opportunity employment laws, work force diversity, and global competitiveness. This course prepares students to sit for the Professional in Human Resources (PHR) exam.

Prerequisite: A grade of C or better in MGT 310 or HSR 340.

MGT 413 - Project Management (3 credits)

Examines the tools and techniques necessary to manage resources to meet project objectives. Topics include project scheduling, time-cost trade-offs, budgeting, cost control, and project monitoring, as well as project organization, team development, and risk management.

Prerequisite: A grade of C or better in MGT 313 and ACC 141.

MGT 422 - Strategic Management (3 credits)

Develops the ability to recognize, analyze, and define problems within and outside organizations, to identify management choices, and to implement appropriate action. This course stresses assessment of the short and long-term implications of taking certain actions

Prerequisite: A grade of "C" or better in MGT 204.

MGT 430 - Business Capstone Seminar (3 credits)

Develops the ability to recognize, analyze, and define problems within and outside the organization, to identify management choices, and to implement appropriate strategic action. This course stresses the assessment of the short- and long-term implications of taking certain actions. This course uses a broad range of research methodologies, traditional and electronic data sources, and primary research in investigating and solving business problems.

Prerequisite: A grade of C or better in ACC 141, FIN 300 or FIN 402, MGT 312, MGT 313 and MKT 206.

MKT - Marketing Courses

MKT 206 - Principles of Marketing (3 credits)

Examines the relationship between an organization and the market for its goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized. Prerequisite: ENG 151 or equivalent (may be taken concurrently).

MKT 307 - Market Research (3 credits)

Identifies and applies market research concepts, principles, and practices for use in managerial decision making. Students will develop skills in problem identification and learn to utilize research in problem solving. Content will make use of qualitative and quantitative methods for research design, field work, analysis, and report presentation. Successful completion of this course will prepare students for careers directly related to applied marketing research.

Prerequisite: A grade of C or better in MKT 206, MKT 311, and MATH 136. SEE Certification: Writing Intensive.

MKT 311 - Consumer Behavior (3 credits)

Examines consumer behavior as a fundamental component of the marketing process of identifying and satisfying target customers' wants and needs. The course will focus on how and why individuals make decisions to spend their available resources on consumption-related items. It will integrate consumer behavior with marketing strategy by examining the marketing influences of and responses to consumer behavior. Topics include the consumer as an individual and the internal influences of consumer behavior, consumers in their social and cultural settings and the external influences on consumer behavior, the consumer's decision-making process, and the impact on marketing strategy. Prerequisite: A grade of C or better in MKT 206.

MKT 315 - Sports Marketing (3 credits)

Examines the application of marketing strategy and activity to a sports enterprise setting, including leagues, teams, events, and individuals. Topics include the impact of external, uncontrollable environments; the application of targeting and

positioning strategies; the sport product and branding; event pricing and distribution strategies; and the use of appropriate, effective promotion tools.

Prerequisite: A grade of C or better in MKT 206.

MKT 316 - Principles of Negotiation and Sales (3 credits)

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite: A grade of C or better in MGT 204 and MKT 206.

MKT 336 - Integrated Marketing Communication (3 credits)

Examines the social and economic roles, principles, and applications of all forms of promotional tools in the development of integrated marketing communications programs. Included are advertising, sales, sales promotion, direct marketing, and public relations, with domestic and international perspectives.

Prerequisite: A grade of C or better in MKT 206.

MKT 410 - Strategic Marketing Cases (3 credits)

Develops the student's ability to identify, analyze, and resolve marketing problems using the case analysis method. Topics include target market selection, new product introduction, use of research, branding and promotion activity, and financial implications of alternatives under consideration.

Prerequisite: A grade of C or better in MKT 206 plus one additional MKT course.

MATH - Mathematics Courses

MATH 135 - Introduction to Mathematical Reasoning (3 credits)

Surveys applications of various fields of mathematics to everyday life. Topics to be covered include calculation, measurement, and number sense; recognition and interpretation of growth patterns; mathematics in financial decisions; elementary statistics and probability and their uses in decision-making; and other

applications. Students cannot receive credit for MATH 135 if they have received credit for MATH 133 or MATH 134.

Prerequisite: A grade of C or better in MATH 005# or by placement. SEE Certification: Quantitative Literacy.

MATH 136 - Introduction to Statistics (4 credits)

Introduces the student to basic data analysis. Methods include data collection and packaging, discriminating between valid and invalid uses of statistics, and elementary methods for decision making. Topics include measures of central tendency and dispersion, elementary probability, probability distributions, interval estimates of parameters, hypotheses testing, correlation, and regression. Course activities include elementary applications of statistics to a variety of disciplines. A TI-83, TI-83 Plus, or TI-84 calculator is required for the course. Credit will not be granted for more than one of the following statistics courses: MATH 115, MATH 136, MATH 140, MATH 210, and MATH 235.

Prerequisite: A grade of C or better in DEVM 105# or by placement. SEE Certification: Quantitative Literacy.

MUS - Music Courses

MUS 201 - Introduction to Music in History (3 credits)

Surveys music literature from the late Renaissance to the present day. This course examines how music has evolved through the centuries by studying works by the most influential composers while relating the music to the corresponding historical eras. Students will be introduced to the finest representative musical examples in live and video performance.

Prerequisite: A grade of C or better in ENG 151. SEE Certification: Fine Arts.

NURS - Nursing Courses

NURS 312 - Physical Assessment and Pathophysiology (3 credits)

Explores the role of the nurse in physical assessment and data collection utilizing an organizing framework. Gaining competence in the application of assessment skills and interviewing prepares the registered nurse for enhanced clinical practice. Physical examination across the life span and with diverse populations is included, as well as application of knowledge within the context of

pathophysiological conditions.
Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option.

NURS 313 - Professional Seminar I (4 credits)

Includes discussion of the philosophy of nursing, perspectives of nursing theorists, and historical foundations. Expansion of nursing roles, development of learning goals, and professional values are discussed. The principles of scholarly writing and critical thinking are applied throughout the course. Restricted to RN to BS majors.

Prerequisite: Acceptance into RN to BS option.

NURS 315 - Information Technology in Nursing and Health Care (3 credits)

Presents nursing informatics as a combination of computer science, information science, and nursing science. Nursing informatics assists in the management and processing of nursing data, information, and knowledge in the practice of nursing and delivery of health care. This course addresses how technology shapes nursing practice, nursing education, and access to health care information and examines informatics as an area of nursing specialization. Restricted to RN to BS majors.

Prerequisite: NURS 312 and NURS 313.

NURS 414 - Nursing Leadership for RNs (3 credits)

Provides opportunities for registered nurse students to explore a variety of topics essential to facilitation of nursing leadership in health care environments. Nurses learn about theories of organizational behavior, leadership, and management. Dialog centers on topics of group facilitation, delegation, motivation, collaboration, team building, empowerment, conflict management, and negotiation as experienced in the context of nursing practice. Restricted to RN to BS majors.

Prerequisite: NURS 315 and senior status.

NURS 415 - Professional Seminar II (3 credits)

Explores the process of empowerment and self-actualization in the nursing profession. During the first segment of the course, the focus is on the nurse as a professional. The second segment examines the context of professional nursing practice, the health care delivery system. The remaining

segment provides opportunities to explore professional activism within nursing organizations and state/federal governmental agencies. Restricted to RN to BS majors.

Prerequisite: NURS 315, 200+ writing, and senior status. SEE Certification: Writing Intensive.

NURS 418 - Nursing Research for RNs (3 credits)

Introduces registered nurse students to the research process in nursing. Methods of gathering, analyzing, and interpreting data commonly used in nursing research are discussed. The focus of this course is the critical evaluation of nursing research studies and the utilization of research findings. Restricted to RN to BS majors.

Prerequisite: MATH 140, NURS 414, and NURS 415.

NURS 424 - Health in the Community (5 credits)

Immerses the registered nurse student in community-focused health care. The first portion of the course explores nursing care provided to groups within the community setting, based on nursing research and using the nursing process, community assessment, goal setting, and community planning. The second portion of the course includes concepts associated with epidemiology, informatics, economics, environmental health, health promotion, vulnerable populations, and global health. Theoretical concepts will be applied in a mentored clinical experience; the setting will be selected under the guidance of the faculty and will be one where public or community health concerns can be identified and where nursing roles are present. 45 hours of mentored clinical practice required. Restricted to RN to BS majors.

Prerequisite: NURS 418.

NURS 434 - Professional Seminar III (3 credits)

Assists the RN to BS student in synthesizing concepts and experiences from their course work into an integrated whole. Students will analyze implications for change in nursing practice and the delivery of health care. The students will explore ways in which they can individually and collectively become engaged in advancing the quality of nursing practice.

Prerequisite: NURS 424.

PHOTO - Photography Courses

PHOTO 141 - Basic Digital Photography (3 credits)

Introduces digital photography including the operation of a DSLR camera and introductory level digital photography techniques. Attention will be given to the technical aspects of manual camera control, editing, digital image processing, inkjet printing, and image presentation. Students will learn exposure, digital image enhancement, and preparation of images for print and online viewing. Aesthetic and creative concerns will be emphasized, using photography as a tool for documentation, communication, expression, and emotional appeal. This course also explores making informed choices in composition, subject matter, and framing. Students will need to purchase supplies/materials for this course.

Prerequisite: None. SEE Certification: Fine Arts.

POSCI - Political Science Courses

POSCI 102 - American Government: Political Institutions and Procedures (3 credits)

Examines the structures that comprise the American political system, how they interact, how they affect an individual member of the political system, and how they are changed by individuals and groups. This course covers federal, state, and local government.

Prerequisite: ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Sciences.

POSCI 205 - State & Local Government (3 credit)

Examines how local communities and states are governed in the United States. The course balances its emphasis on metropolitan areas by examining key aspects of state policy, such as education, crime, growth, and taxation. Students explore comparisons between Maryland political institutions and those of other states.

Prerequisite: ENG 152 or equivalent. SEE Certification: Social Science.

PSY - Psychology Courses**PSY 101 - Introduction to Psychology (3 credits)**

Introduces students to the main theories, methods, and major findings that characterize psychology as a science. The course presents the scientific basis of psychology and asks students to think critically about the various topics presented. The course addresses psychology's application to issues of everyday life.

Prerequisite: A grade of C or better in ENG 151 (may be taken concurrently). SEE Certification: Social Sciences.

REL - Religion Courses**REL 265 - Comparative Thought in Religion (3 credits)**

Explores, examines, and compares a targeted religious issue, such as transcendence, mortality, sexuality, humanity, transitions, justice, and evil in selected world religions.

Prerequisite: A grade of C or better in ENG 152 or be equivalent (may be taken concurrently), or permission of the Chair. SEE Certification: Humanities.

REL 270 - Contemporary Religion in the U.S. (3 credits)

Studies contemporary religious expressions in America. This course examines the origins, development, and current status of both mainline and peripheral movements, with discussions on attendant problems of national interest and addresses issues in which religion, politics, and community values influence each other across the contemporary landscape.

Prerequisite: A grade of C or better in ENG 152 or equivalent (may be taken concurrently), or permission of the Chair. SEE Certification: Humanities.

SOC - Sociology Courses**SOC 101 - Introduction to Sociology (3 credits)**

Introduces building blocks of knowledge in the discipline of sociology, a discipline that examines how humans interact and how their interactions are influenced by social forces.

Prerequisite: A grade of C or better in ENG 151 or equivalent (may be taken concurrently). SEE Certification: Social Sciences.

THEA - Theatre Courses**THEA 121 - Introduction to Theatre (3 credits)**

Examines, through readings, lecture and discussion, the responsibilities and techniques of theater artists (playwrights, actors, directors, designers) who collaborate to create the dramatic experience. Students further investigate the nature of this experience by critiquing Stevenson University productions.

Prerequisite: None. SEE Certification: Fine Arts.

VCD - Visual Communication Design Courses**VCD 124 - Introduction to Computer Graphics (3 credits)**

Introduces students to the Macintosh computer and the major software programs that will be used in subsequent design classes: Adobe InDesign, Adobe Illustrator, and Adobe Photoshop. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

VCD 125 - Fundamentals of Digital Media (3 credits)

Introduces basic skills and key concepts in computer graphics using industry-standard software. Students develop the ability to create, control, and manipulate digital images for print, interactive, and motion media using a Macintosh platform in a studio environment. In-class demonstrations and exercises are supplemented by research-based projects incorporating historic and contemporary visual culture and digital design references. Students are required to apply the appropriate newly learned tools in the creation of original imagery. Emphasis is placed on selecting and utilizing software and hardware in accordance with professional standards and practices. Course includes studio and lecture. Students will need to purchase supplies/materials for this course.

Prerequisite: None.

VCD 270 - Introduction to Corporate Communication Design (3 credits)

Builds on technology skills introduced in VCD 124. This course gives non-designers the skills they need to produce professional publications, including writing, editing, designing, and printing. Emphasis is placed on communicating ideas effectively in a

variety of media, understanding basic design and typographic principles, and using publishing software to create print-ready documents. This course includes studio and lecture. Students will need to purchase supplies/materials for this course. Restricted to non-visual communication design majors.

Prerequisite: A grade of C or better in VCD 124.

VCD 370 - The Relationship of Design and Business (3 credits)

Analyzes the client/designer relationship from both design and business perspectives while seeking to develop a mutual appreciation. Emphasis will be placed on analyzing case studies, writing a design brief, understanding and communicating responsibilities, and addressing ethical and legal questions. Students will need to purchase supplies/materials for this course.

Prerequisite: A grade of C or better in VCD 211 or VCD 270.

Graduate Fields of Study

Master-level Learning Outcomes

Stated below are learning outcomes that represent what Stevenson University believes all master's degree-seeking students should know, be able to do, and value upon completion of their master's degree. These outcomes are consistent with the mission of Stevenson University Online to help students graduate with the competence and confidence needed to address creatively the opportunities and challenges facing them, their careers, organizations, and communities. The Master-level Learning Outcomes serve as a benchmark to ensure consistent rigor and expectation for all master's degree-seeking students.

Graduates of Stevenson University master's degree programs are:

A. Competent Professionals who:

- Elucidate the major theoretical underpinnings of the discipline
- Articulate current and future trends in the field of study
- Apply advanced discipline knowledge to practical workplace challenges
- Communicate fluently across various perspectives and modalities with technological proficiency

B. Creative Leaders who:

- Articulate challenges and opportunities
- Analyze alternative perspectives and patterns
- Synthesize multiple sources of evidence
- Collaborate to advance a shared goal
- Adapt to multiple cultural contexts and environmental uncertainties

C. Confident Citizens who:

- Examine relevant ethical perspectives
- Practice personal and professional awareness and accountability
- Reflect on their role within a global community
- Evaluate and respond to community concerns

Business and Technology Management

Description

Business and Technology Management Program Description

The Master of Science in Business and Technology Management (BTM) equips students with the skills and knowledge required to help organizations achieve a competitive advantage in an increasingly global, technology-driven, and information-rich marketplace. The degree program provides students not only with knowledge about a wide variety of technologies and their architectures but also with an understanding of how to obtain the integration of the full range of information technologies within an organization, from both strategic and operational perspectives. It is designed either for students interested in furthering their knowledge of the use and deployment of

technology or for the business professional looking to improve management skills along with a practical working knowledge of today's information technologies.

Graduates of Stevenson's BTM degree program will be able to interpret hardware and software standards, manipulate the architecture of current and emerging technologies, and interpret and evaluate the impact of these technologies on competition, organizational structure and work flow processes. They will have the knowledge and ability to communicate effectively on business and technical concerns with all levels of personnel both internal and external to the organization.

The master's degree addresses this need on three levels: the organization, the individual, and the technology. The program core begins by providing an overview of the organization's processes and the systems that support them to achieve the corporation's goals. This is followed by courses dealing with the concepts of human cognition and creativity that address why IT systems frequently fail to meet the requirements of customers. Armed with this knowledge, the IT systems professional can be creative and innovative in more accurately solving the organization's problems and meeting the needs of the customer. The intent is to emphasize the need for information systems professionals to be creative in problem solving and innovative in finding opportunities within the organization.

The degree program has two tracks: both emerging technology and innovative leadership. Tracks focus on the business and management of internal and external information systems essential for support of the organization's connection to its partners and customers.

The capstone courses provide for the integration of practice and theory across the two tracks.

All courses can be completed entirely online. Some 8-week courses are offered in a hybrid format which meet one night per week.

Objectives

Business and Technology Management Program Outcomes

Upon completion of the Master of Science in BTM, graduates will be able to:

- Defend the importance of technology as the underlying foundation of an organization.
- Analyze the management processes and technology needed to support an organization.
- Assess the architectural design of current and emerging technologies.
- Design organizational systems necessary to create effective solutions.
- Appraise the policy, technical, security, and legal issues that affect an organization.
- Compose effective communication with all levels of personnel, both orally and in writing, within and external to the organization.

Emerging Technology Track Outcomes

Upon completion of the emerging technology track, graduates will be able to:

- Evaluate various technologies available to organizations in order to determine their usefulness and what impact, negative or positive, these technologies might have if implemented within these organizations.
- Understand various IT architectural designs and how they assist organizations.
- Analyze various software solutions in determining their effectiveness on developing and maintaining customer relationships.
- Evaluate the software and hardware requirements of network security and assess vulnerabilities that may exist in corporate infrastructures.
- Determine the importance of having organizational data properly secured and why contingency plans are required by every organization.

Innovative Leadership Track Outcomes

Upon completion of the innovative leadership track, graduates will be able to:

- Determine the importance of information technology as integrative to the effective functioning and success of organizations.
- Evaluate the behaviors and practices associated with effective leadership within various organizations with special attention to leadership and management within IT units.
- Design effective supply chain management strategies using appropriate software systems.
- Analyze current customer relationship management practices, issues, best practices, and solutions to create competitive advantage for business and industry.
- Design appropriate tools and processes in business and industry focusing on key issues in strategic leadership and management of IT and incorporating innovative strategies in order to maintain competitive advantage in the marketplace.

Policies**Business and Technology Management Program Policies**

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only. A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Requirements

The curriculum for the M.S. in BTM consists of three components: core courses, track elective courses, and capstone courses.

Core Courses (15 credits):

BTM 601	Information Technologies and the Organization	3
BTM 604	Cognitive Science for Requirements Analysis	3
BTM 606	Creativity in Information Systems	3
BTM 644/HCM 644	Project Management	3
BTM 663	Information Technology Law & Enforcement Activities	3

Capstone Courses (6 credits):

BTM 701	Systems Integration	3
BTM 702	Master's Project	3

Students select one of the following tracks (15 credits)**Track One: Emerging Technology Management**

Students select five courses from the following (15 credits):

BTM 618	Network Technologies	3
BTM 634	Enterprise Data Management	3
BTM 640	Operating Environments: Architecture and Infrastructure	3
BTM 642	Enterprise Application Process Analysis	3
BTM 643	Electronic Commerce	3
BTM 646	Disaster Recovery & Business Continuity	3
BTM 661/CYBF 661	E-Systems Security	3
BTM 662	Business to Business Applications	3

Track Two: Innovative Leadership

Students select five courses from the following (15 credits):

BTM 635/HCM 635	Innovative Leadership & Management	3
BTM 645	Supply Chain Management	3
BTM 667/HCM 667	Customer Relationship Management (E-CRM)	3
BTM 670	Competitive Theory	3
BTM 671	Innovative Strategies	3
BTM 672	I.T. Financial Management	3

Course Descriptions

See BTM - Business and Technology Management Courses (p. 96)

Communication Studies**Description****Communication Studies Program Description**

The Master of Science in Communication Studies is designed for professionals who want to build a foundation of effective communication competencies for personal and professional advancement. According to the National Association of Colleges and Employers 2015 Job Outlook Survey, over 73 percent of employers reported communication skills as a top qualification they seek in potential job candidates. This master's program helps graduates translate fundamental ideas of communication into real-world applications and develop their skills in evaluating and creating solutions to conflicts that occur within organizations. Graduates also will be equipped to assist organizations in constructing successful team-building strategies and streamlining internal and external

communications across various cultural, social, and business settings.

Graduates will be eligible for career opportunities in a variety of growing industries including public relations, advertising and promotions, marketing management, media sales, event planning, and market research. Maryland occupational projections indicate that the potential need for professionals in these industries will continue to steadily increase over the next decade. Employment opportunities for graduates in these growing markets include Public Relations Manager, Public Relations Specialist, Advertising Manager, Promotions Manager, Media Sales Manager, Event Planner, and Market Research Analyst.

Objectives

Communication Studies Program Outcomes

Upon completion of the Master of Science in Communication Studies, graduates will be able to:

- Synthesize various theories of human communication.
- Create written works using scholarly skills in cultural, social, and business communication contexts.
- Generate various ethical responses as they examine different cultural, social, and business communication contexts.
- Explain how cultural similarities and differences influence human interaction and communication.
- Develop creative and practical solutions to problems in cultural, social, and business communication contexts using appropriate methods of communication.
- Synthesize primary research sources using qualitative and quantitative approaches.
- Synthesize communication theories, apply communication skills, and deliver professional messages in cultural, social, and business communication contexts.

Policies

Communication Studies Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Requirements

Required courses:

CM 505	Communication Theory and Applications	3
CM 510	Research Writing and Methods	3
CM 600	Cultures and Communication	3
CM 605	Communication Ethics in the Public Sphere	3
CM 610	Interpersonal Communication	3
CM 615	Nonverbal Communication	3
CM 620	Conflict Communication and Leadership	3

CM 625	Contemporary Communication	3
CM 630	Contemporary Organizations and Communication	3
CM 635	Crisis Communication	3
CM 720	Capstone: Communication Project or Thesis	6

Course Descriptions

See CM - Communication Studies Courses (p. 98)

Community-Based Education and Leadership

Description

Community-Based Education and Leadership Program Description

The Master of Arts in Community-Based Education and Leadership is designed to meet the growing demand for highly qualified professionals to teach, lead, and manage in non-formal education settings. Practicing professionals will gain the knowledge and skills to become effective educators, managers, and change leaders in their organizations. Upon completion of the master's program, graduates will have the ability to meet the needs of diverse populations of learners, build transformative learning communities, and foster collaborative partnerships within the expanding non-formal educational sector. The master's degree will prepare students to serve in a variety of educational and leadership positions with nonprofit organizations, private and public educational institutions, and government and community agencies.

Objectives

Community-Based Education and Leadership Program Outcomes

Upon completion of the Master of Arts in Community-Based Education and Leadership, students will be able to:

- Analyze formal, informal, and non-formal theories and frameworks of education. Examine the developmental and cognitive characteristics of learners through the life span.
- Explore sociological and cultural influences on communities, organizations, and groups.
- Create, implement, and assess community-based educational programs.
- Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
- Synthesize multiple sources of evidence to make decisions.
- Use multiple modes of communication to advocate for community-based education.
- Create management and strategic plans for the sustainability of community-based educational organizations.
- Foster collaboration among educational institutions, public, private and non-profit agencies, and other community stakeholders.

Policies

Community-Based Education and Leadership Program

Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Requirements**Required Courses (24 Credits):****Community-Based Education and Leadership Courses:**

CBEL 610	Foundations and Frameworks of Community-Based Education	3
CBEL 612	Innovative Teaching and Learning for 21st Century Skills	3
CBEL 614	Program Design, Implementation, and Evaluation	3
CBEL 616	Community Engagement and Leadership	3
CBEL 720	Community-Based Education and Leadership Capstone	3

Theory and Research Courses:

ED 604	Cognitive, Social, and Emotional Development of Learners	3
ED 606	Socio-political and Cultural Influences on Families, Organizations, and Communities	3
ED 608	Action Research and Data Driven Decision-Making	3

Elective Courses (12 credits):

Students select four courses from at least two of the following areas of focus:

Communication Courses:

CM 600	Cultures and Communication	3
CM 605	Communication Ethics in the Public Sphere	3
CM 620	Conflict Communication and Leadership	3

Management and Leadership Electives:

CBEL 670	Volunteer Development	3
CBEL 672	Advocacy & Fundraising in Community-Based Organizations	3
CBEL 674	Legal Issues and Risk Management in Community Organizations	3
BTM 644/HCM 644	Project Management	3
BTM 635/HCM 635	Innovative Leadership & Management	3

Teaching and Learning Electives:

CBEL 662	Principles and Practices of Youth Development	3
CBEL 664	Teaching & Learning for Specialized Populations	3

ED 510	Psychology and Development of Adolescents	3
ED 605	STEM Curriculum Principles and Practices	3
ED 620	Literacy Strategies in the STEM Content Areas	3
ED 625	Advanced Literacy Strategies in the STEM Content Areas	3
ED 630	Principles of Special Education	3
ED 690	Issues in STEM Education	3

Certificate Option**Post-Baccalaureate Certificate in Community-Based Education and Leadership****Certificate Description**

The Post-Baccalaureate Certificate in Community-Based Education and Leadership is designed for practicing professionals in non-formal and informal education settings who want to expand their knowledge and skills to become effective educators and change leaders in their organizations. Upon completion of the certificate, graduates will have the ability to meet the needs of diverse populations of learners, build transformative learning communities, and foster collaborative partnerships within the expanding non-formal educational sector. Coursework for this 15-credit hour certificate option can be completed online.

Due to the unique blend of coursework including understanding 21st century teaching and learning as well as organizational management and leadership, this certificate benefits a variety of positions, including and not limited to the following: athletic coaches, community education leaders, higher education professionals, non-profit leaders, and youth development specialists.

Certificate Outcomes

Upon completion of the Post-Baccalaureate Certificate in Community-Based Education and Leadership certificate, graduates will be able to:

- Analyze formal, informal, and non-formal theories and frameworks of education.
- Examine the developmental and cognitive characteristics of learners through the life span.
- Explore sociological and cultural influences on communities, organizations, and groups.
- Create, implement, and assess community-based educational programs.
- Design engaging and innovative learning experiences that foster critical thinking, creativity, and communication skills of learners.
- Synthesize multiple sources of evidence to make decisions.
- Use multiple modes of communication to advocate for community-based education.
- Create management and strategic plans for the sustainability of community-based educational organizations.
- Foster collaboration among educational institutions, public, private and non-profit agencies, and other community stakeholders.

Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the completion of the certificate option. A student may repeat one course one

time in a graduate program or certificate option. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the program was completed.

Required Courses

Students must complete the following 9 credits:

CBEL 610	Foundations and Frameworks of Community-Based Education	3
CBEL 616	Community Engagement and Leadership	3
ED 606	Socio-political and Cultural Influences on Families, Organizations, and Communities	3

Community-Based Education and Leadership Electives

Students will select two courses from the following focus areas.

Management-Leadership Electives

CBEL 612	Innovative Teaching and Learning for 21st Century Skills	3
CBEL 614	Program Design, Implementation, and Evaluation	3
CBEL 662	Principles and Practices of Youth Development	3
CBEL 664	Teaching & Learning for Specialized Populations	3
ED 604	Cognitive, Social, and Emotional Development of Learners	3

Teaching and Learning Electives

CBEL 670	Volunteer Development	3
CBEL 672	Advocacy & Fundraising in Community-Based Organizations	3
CBEL 674	Legal Issues and Risk Management in Community Organizations	3
ED 608	Action Research and Data Driven Decision-Making	3

Crime Scene Investigation

Description

Crime Scene Investigation Program Description

The Master of Science in Crime Scene Investigation is designed to prepare students to identify, collect and analyze crime scene evidence and to summarize and communicate their findings in a courtroom setting. Federal, state and local law enforcement agencies rely on crime scene investigators to assist field investigative personnel in gathering physical evidence that is then provided to crime laboratory personnel for scientific examination. Prosecutors, defense attorneys, judges and jurors continue to place more importance on the value of scientific evidence in the criminal justice system. Graduates of this degree program will be prepared for careers as crime scene investigators.

Objectives

Crime Scene Investigation Program Outcomes

The overall educational objective of the program is to prepare students as crime scene investigators. The Master of Science in Crime Scene Investigation will provide graduates with the skills necessary in the areas of identifying, gathering and processing crime scene evidence. It will prepare them for careers in both law enforcement and crime laboratory professions.

Upon completion of the Master of Science in Crime Scene Investigation, graduates will be able to:

- Process forensic evidence and report findings in an ethical manner.
- Communicate those findings in both written and oral formats.
- Apply the quality assurance, quality control and safety requirements used in accredited forensic science laboratories.
- Evaluate crime scenes and select the appropriate steps to be followed in documenting, collecting, preserving and processing evidence.
- Develop a comprehensive analysis of the scientific literature on a topic.
- Formulate a hypothesis, design, and execute a research project.
- Develop a thesis that reflects the results of the research project; explains those results; and formulates novel suggestions for further study.
- Participate in mock judicial examinations.

Requirements

Required Courses

ART 540	Crime Scene Photography	3
FSCI 500	Survey of Forensic Science	3
FSCI 610	Physical Evidence at Crime Scenes	3
FSCI 615	Safety/Quality Control/Quality Assurance	2
FSCI 630	Crime Scene Investigation	4
FSCI 632	Pattern Analysis	3
FSCI 655	Practicum Rotations or	3
FSCI 675	The Crime Laboratory: Structure and Operations	
FSCI 702	Seminar in Forensic Science	3
FSCI 760	Research Project & Presentation I	3
FSCI 761	Research Project & Presentation II	3
FSCI 701	Trial Practice	3
FSCI/FS Elective	Forensic Science or Forensic Studies Elective	3

Policies

Crime Scene Investigation Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed

within seven years after the first course applied to the degree was completed.

Course Descriptions

See FSCI - Forensic Science Courses (p. 103)

Cyber Forensics

Description

Cyber Forensics Program Description

The Master of Science in Cyber Forensics specializes in the process of forensically examining computer systems to perform event reconstruction and to identify inappropriate access or data exfiltration and the mechanisms by which the attacks occurred. Students will be trained to implement digital evidence collection techniques and to use scientific methods toward the preservation, collection, validation, identification, analysis, interpretation, documentation, and presentation of such evidence. This degree will prepare graduates for positions in a number of industries needing forensic specialists who perform active and defensive computer forensic techniques that extend beyond e-discovery.

Students in this program will use current techniques and tools to analyze systems involved with incidents of unauthorized and inappropriate computer system access, theft of electronic information, cyber attacks, and other cyber crimes. Relevant technical and legal topics are covered to ensure graduates perform thorough incident response, intrusion analysis, and presentation of findings.

The program will utilize Stevenson's highly specialized virtual lab environment, in addition to hybrid and face-to-face instruction using state-of-the-art forensic technology which allows students to do hands-on work related to advanced forensic analysis, either remotely or on campus. Stevenson's virtual lab environment gives students hands-on, real-time experience in analyzing servers, desktops, laptops, firewalls, networks, clouds, and other digital environments that require examination. Students will be trained to implement professional digital evidence collection techniques to identify, analyze, document, and prepare digital evidence for official investigations and legal proceedings.

All coursework can be completed entirely online in 8-week sessions with the exception of an 8-hour on-site class requirement for CYBF 664.

Objectives

Cyber Forensics Program Outcomes

Upon completion of the Master of Science in Cyber Forensics, graduates will be able to:

- Select the appropriate tools to recover operating systems, artifacts, and data.
- Identify current attack vectors and exploited vulnerabilities, including advanced persistent threats, used by criminals to gain access to information systems and propose appropriate defenses to exploitation.
- Analyze information systems for signs of breaches and identify data that has been exfiltrated from those systems.
- Produce a professional forensic report that includes the methodology used for the collection, handling, and preservation of digital evidence.
- Interpret and apply the applicable laws and statutes that govern the search and seizure of digital evidence.
- Collect and preserve digital evidence (including volatile data and network data) during a computer forensic examination in an appropriate and effective manner.
- Provide an oral defense of the findings that appear in a written report.

Policies

Cyber Forensics Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Prerequisite Requirements

Cyber Forensics Program Prerequisite Requirements

Students who wish to enter the master's program in cyber forensics must meet the following admissions prerequisite requirements:

- Bachelor's degree from an accredited institution in a related field (information assurance, computer science, network administration or computer security) and at least two years of related work experience.
- OR
- Bachelor's degree from an accredited institution in an unrelated field and at least five years experience in information technology, telecommunication systems, system administration, network management, or information assurance.

Requirements

Required Courses:

CYBF 643/FSIS 643	Incident Response and Evidence Collection	3
CYBF 644/FSIS 644	Windows Forensic Examinations	3
CYBF 650/FSIS 650	Intrusion Detection Systems (IDS), Firewalls, Auditing	3
CYBF 661/BTM 661	E-Systems Security	3
CYBF 662/FSIS 662	Network Penetration Testing	3
CYBF 663/FSIS 663	Network and Cloud Forensics	3
CYBF 664/FSIS 664	Mobile Device Forensics	3
CYBF 670	Cyber Warfare and Cyber Terrorism	3
CYBF 675	Live Response and Live Acquisition	3
CYBF 680	Legal Compliance and Ethics	3
CYBF 685	Malware Detection, Analysis, and Prevention	3
CYBF 710	Mock Intrusion and Response	3

Course Descriptions

See CYBF - Cyber Forensics Courses (p. 99)

Digital Forensics

Description

Digital Forensics Program Description

The Master of Science in Digital Forensics is designed to prepare students to identify, acquire, restore and analyze electronic data, and to testify as qualified experts in court. Further, as the use of digital evidence in litigation becomes more prevalent, students will be prepared to assist in litigation support services in the area of electronic evidence.

Objectives

Digital Forensics Program Outcomes

The overall educational objective of the program is to prepare students as forensic specialists in digital evidence. The Master of Science in Digital Forensics will provide graduates with the skills necessary to identify, acquire, restore and analyze electronic data, and to testify as qualified experts in court. The program will prepare graduates for careers in computer forensics and litigation support in the handling of electronic evidence.

Upon completion of the Master of Science in Digital Forensics, graduates will be able to:

- Be able to collect, handle and preserve digital evidence.
- Design a comprehensive methodology to cover the acquisition, preservation and analysis of various forms of digital evidence.
- Analyze and interpret file system data, operating system data and application data.
- Synthesize auditing, computer forensic and investigative analysis into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

Requirements

Required Courses

FSCOR 601	Foundations of Justice	3
FSCOR 604	Evidence	3
FSCOR 606	Forensic Journal Research and Review	3
FSIS 642	File Systems Forensic Analysis	3
FSIS 643/CYBF 643	Incident Response and Evidence Collection	3
FSIS 644/CYBF 644	Windows Forensic Examinations	3
FSCOR 702	Mock Trial Capstone	6

Electives: (Select four)

FSIS 646	Windows Intrusion Forensic Investigations	3
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FSIS 650/CYBF 650	Intrusion Detection Systems (IDS), Firewalls, Auditing	3
FSIS 662/CYBF 662	Network Penetration Testing	3
FSIS 663/CYBF 663	Network and Cloud Forensics	3
FSIS 664/CYBF 664	Mobile Device Forensics	3

Policies

Digital Forensics Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 604, Evidence; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

Course Descriptions

See FSIS - Forensic Information Systems Courses (p. 102)

Forensic Accounting

Description

Forensic Accounting Program Description

A Master of Science in Forensic Accounting is designed to prepare students to synthesize the accounting and auditing skills necessary to investigate and analyze financial evidence and to interpret, summarize and communicate their finds in a courtroom setting. The banking crisis that led to implementation of the Sabanes-Oxley Act and subsequent financial crises that led to the Dodd-Frank Wall Street Reform and Customer Protection Act have created a demand for forensic accountants in public and private practices, corporations, government agencies and other organizations. Graduates of this degree program will be prepared for these positions.

Objectives

Forensic Accounting Program Outcomes

The overall educational objective of the program is to prepare students to become forensic accountants. The Forensic Accounting degree will provide graduates with the necessary skills in the areas of asset protection and financial reporting. The program will prepare graduates for careers in both investigative professions and security (fraud prevention) professions.

Upon completion of the Master of Science in Forensic Accounting, graduates will be able to:

- Examine financial statements for false and/or misleading statements.
- Assess fraud risk and adequacy or internal control structures.
- Evaluate financial evidence.
- Synthesize accounting, auditing, computer and investigative analysis into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

Requirements

Required Courses

FSCOR 601	Foundations of Justice	3
FSCOR 604	Evidence	3
FSCOR 606	Forensic Journal Research and Review	3
FSAAC 620	Forensic Information Technology	3
FSAAC 624	Fraud: Accounting	3
FSAAC 626	Investigation and Analysis: Auditing	3
FSAAC 628	Investigation and Analysis: Tax	3
FSLOW 668	White Collar Crimes	3
FSINV 600	Investigative Techniques/Interviewing	3
FSCOR 702	Mock Trial Capstone	6

Policies

Forensic Accounting Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 604, Evidence; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

Course Description

See FSAAC - Forensic Accounting Courses (p. 101)

Forensic Investigation

Description

Forensic Investigation Program Description

The Master of Science in Forensic Investigation is designed to prepare students to plan and conduct investigations for business and government agencies. Courses emphasize the gathering and reporting of testimonial and physical evidence and prepare students to conduct investigations by interviewing witnesses, analyzing documents, and synthesizing the results into factually accurate and objective investigative reports and court testimony.

Objectives

Forensic Investigation Program Outcomes

The overall education objective of the program is to prepare students as forensic investigators. The Master of Science in Forensic Investigation degree will provide graduates with the skills necessary for occupations as forensic investigators for business and government agencies.

Upon completion of the Master of Science in Forensic Investigation, graduates will be able to:

- Evaluate the merits of all allegation and prepare an investigative plan, if warranted.
- Conduct effective interviews and interrogations.
- Evaluate documentary and testimonial evidence.
- Synthesize analysis of facts and law into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

Requirements

Required Courses:

FSCOR 601	Foundations of Justice	3
FSCOR 604	Evidence	3
FSCOR 606	Forensic Journal Research and Review	3
FSINV 600	Investigative Techniques/Interviewing	3
FSINV 605	Investigative Techniques/Physical Evidence	3
FSAAC 620	Forensic Information Technology	3
FSLOW 602	Criminology	3
FSLOW 662	Fraud Investigation and Analysis	3
FSLOW 668	White Collar Crimes	3
FSCI 500	Survey of Forensic Science	3
FSCOR 702	Mock Trial Capstone	6

Policies

Forensic Investigation Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 604, Evidence; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

Course Descriptions

See FSINV - Forensic Investigation Courses (p. 103)

Forensic Science

Description

Forensic Science Program Description

The Master of Forensic Science degree with areas of concentration in Forensic Biology and Forensic Chemistry will equip students with the ability to visualize and achieve excellence in a dynamic global community. Students will graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world. Graduates of the program will be prepared for employment in local, state, or federal government crime laboratories, forensics laboratories, DNA testing facilities, the biotechnology industry, and/or continued study at the doctoral level.

Objectives

Forensic Science Program Outcomes

Upon completion of the Master of Forensic Science degree, graduates will be able to:

- Process forensic evidence and report findings in an ethical manner.
- Communicate those findings in both written and oral formats.
- Apply the quality assurance, quality control and safety requirements used in accredited forensic science laboratories.
- Develop a comprehensive analysis of the scientific literature of a topic.
- Formulate a hypothesis, design and execute a research project.
- Develop a thesis that reflects the results of the research project; explains those results; and formulates novel suggestions for further study.
- Participate in mock judicial examinations.

Upon completion of the Master of Forensic Science Area of Concentration in Forensic Biology, students will be able to:

- Examine the science underlying DNA analysis.
- Describe how DNA is analyzed.
- Analyze serological evidence.
- Analyze immunological evidence.

OR

Upon completion of the Master of Forensic Science Area of Concentration in Forensic Chemistry, students will be able to:

- Examine the science underlying chemical analysis.
- Describe the toxicology and analytical chemistry relevant to isolating and identifying drugs and toxic substances.
- Analyze chemical evidence.
- Analyze trace evidence.

Policies

Forensic Science Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a

part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Prerequisite Requirements

Forensic Science Program Prerequisite Requirements

Students who wish to enter the master's program in forensic science must have a bachelor's degree in chemistry, biology, or other equivalent natural science, or forensic science - with a cumulative and science/math grade point average of 3.00 or higher on a four-point scale and must meet the following course prerequisites.

The degree programs mentioned above should have the minimum natural science core requirements consisting of the following:

- General chemistry I and II and lab for science majors (8 credit hours)
- Organic chemistry I and II and lab (8 credit hours)
- Biology I for science majors (4 credit hours)
- Physics I and II and lab for science majors (8 credit hours)
- Calculus (3 credit hours)
- Statistics (3 credit hours)

Applicants interested in the Master of Forensic Science Area of Concentration in Chemistry should have the following course work:

- Analytical/Quantitative chemistry
- Instrumental analysis
- Physical chemistry
- Inorganic chemistry

Note: *The above courses should have a laboratory component.*

Applicants interested in the Master of Forensic Science Area of Concentration in Biology should have the following course work:

- Biochemistry
- Molecular biology
- Genetics
- Population statistics
- Cell biology
- Microbiology

Note: *Two of the above courses should have a laboratory component.*

Requirements

The curriculum for the forensic science program follows and is designed to be completed in as few as two years. Students must complete all core courses. In addition, students must elect an area or concentration and complete all courses in the concentration.

Required Courses:

Core Courses:

FSCI 500	Survey of Forensic Science	3
FSCI 610	Physical Evidence at Crime Scenes	3

FSCI 615	Safety/Quality Control/Quality Assurance	2
FSCI 655 Practicum Rotations or FSCI 675 The Crime Laboratory: Structure and Operations		3
FSCI 702	Seminar in Forensic Science	3
FSCI 760	Research Project & Presentation I	3
FSCI 761	Research Project & Presentation II	3
FSCI 701	Trial Practice	3

Area of Concentration in Biology:

FSCI 640	Serology and Immunology	3
FSCI 645	DNA Analysis	3
FSCI 660	Forensic DNA Computer Applications	3
FSCI/FS Elective	Forensic Science or Forensic Studies Elective	3

Area of Concentration in Chemistry:

FSCI 617	Trace Evidence	4
FSCI 620	Drug Analysis	3
FSCI 670	Forensic Toxicology	3
FSCI/FS Elective	Forensic Science or Forensic Studies Elective	3

Forensic Studies

Description

Forensic Studies Program Description

The Master of Science in Forensic Studies is designed for students who have interests that overlap the Master of Science in Investigation and either the Master of Science in Forensic Accounting or the Master of Science in Digital Forensics. This program enables students who are interested in careers that have general knowledge of accounting or of digital forensics to combine that interest with investigations and take course in both areas. This program may be appropriate for investigators who need a general understanding of accounting or digital forensics that might fall under their areas of responsibility.

Objectives

Forensic Studies Program Outcomes

Upon completion of the Master of Science in Forensic Studies, graduates will be able to achieve the objectives of the Master of Science in Forensic Investigation in combination with at least one or more of the objectives from the Master of Science in Digital Forensics or the Master of Science in Forensic Accounting depending upon which of the two disciplines the student selects.

Program Outcomes for Master of Science in Forensic Studies:

- Evaluate the merits of an allegation and prepare an investigative plan, if warranted.
- Conduct effective interviews and interrogations.
- Evaluate documentary and testimonial evidence.
- Synthesize analyses of facts and law into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

AND

Program Outcomes of the Master of Science in Digital Forensics:

- Collect, handle and preserve digital evidence.

- Design a comprehensive methodology to cover the acquisition, preservation and analysis of various forms of digital evidence.
- Analyze and interpret file systems data, operative system data and application data.
- Synthesize analyses of facts and law into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

OR

Program Outcomes of the Master of Science in Forensic Accounting:

- Examine financial statements for false and/or misleading statements.
- Assess fraud risk and adequacy of internal control structures.
- Evaluate financial evidence.
- Synthesize analyses of facts and law into coherent, defensible conclusions.
- Communicate findings, analysis, conclusions and recommendations effectively, both orally and in writing.

Requirements

Required Courses

FSCOR 601	Foundations of Justice	3
FSCOR 604	Evidence	3
FSCOR 606	Forensic Journal Research and Review	3
FSINV 600	Investigative Techniques/Interviewing	3
FSINV 605	Investigative Techniques/Physical Evidence	3
FSCOR 702	Mock Trial Capstone	6

Forensic Accounting - Program Completion

FSAAC	Two Forensic Accounting Electives	6
FSIS/FSAAC	Three Digital Forensics or Forensic Accounting Electives	9

Digital Forensics - Program Completion

FSIS	Two Digital Forensics Electives	6
FSIS/FSAAC	Three Digital Forensics or Forensic Accounting Electives	9

Policies

Forensic Studies Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Students are required to take and successfully complete FSCOR 601, Criminal Justice; FSCOR 604, Evidence; and FSCOR 606, Forensic Journal Research and Review, before enrolling in other courses.

Course Descriptions

See Forensic Studies Course Descriptions (p. **Error! Bookmark not defined.**)

Healthcare Management

Description

Healthcare Management Program Description

The Master of Science in Healthcare Management prepares its graduates for leadership positions in which they plan, direct, or coordinate medical and health services in hospitals, clinics, managed care, public health agencies, or similar organizations. The program has two areas of concentration: (1) Quality Management and Patient Safety and (2) Project Management. The curriculum includes integrative experiences that require students to apply real world practice and to synthesize knowledge and skills covered throughout the program. Using the case study method and other problem-solving integrative methodologies, the program provides opportunities for students to participate in team-based activities.

Stevenson's innovative accelerated M.S. in Healthcare Management is designed for working adults who want to complete their degree quickly and expand their career horizons by strengthening their credentials as healthcare managers and administrators. All of the coursework can be completed online.

Quality Management and Patient Safety

This area of concentration prepares graduates to plan, organize, lead, control, and evaluate quality improvement initiatives in healthcare organizations. Course work is focused on ethical, effective, evidence-based, patient-centric theory and practices.

Project Management in Healthcare

This area of concentration prepares graduates to plan, organize, lead, control, and evaluate healthcare organization projects from start to finish. Course work is focused on ethical, effective financial management, innovative leadership, and interdisciplinary teamwork theory and practices.

Objectives

Healthcare Management Program Outcomes

Upon completion of the Master of Science in Healthcare Management, graduates will be able to:

- Determine conceptual approaches and techniques to analyze the performance of a healthcare system or unit.
- Evaluate the health status of populations served by healthcare organizations to address service gaps.
- Assess the impact of proposed health policy on organizational operations and redesign those structures as needed.
- Lead and manage organizational change and promote organizational and clinical excellence.
- Manage information resources to assist in legal, ethical, and effective business and clinical decision-making and management.
- Communicate effectively with external and internal stakeholders.
- Lead and manage health services organizations under alternative financing mechanisms.

- Lead and manage human resources and health professionals in diverse organizational environments.
- Analyze statistical, qualitative, quantitative, and economic data to assist in ethical and effective business and clinical decision-making.
- Perform as an ethical and effective steward of organizational resources through prudent financial analysis and project management.
- Lead and manage human resources and health professionals in quality assessment for patient care improvement.

Quality Management and Patient Safety Concentration Outcomes

Upon completion of the program, a graduate in the quality management and patient safety concentration will be able to:

- Formulate a plan to assess performance of quality management and patient-centric safety efforts in a healthcare system or unit.
- Critique, synthesize and apply theories, models, and research relating to quality improvement and patient safety initiatives.
- Deduce trends in healthcare that promote best practices in ethical and effective, evidence-based quality management and patient safety.
- Analyze and interpret statistical, quantitative data and other performance indicators of quality management and patient safety initiatives.
- Propose and justify methods and tools for analysis of quality management and patient-centric safety initiatives.
- Produce techniques of operations assessment and improvement that continually improve the quality of care provided and patient safety.
- Lead and manage a quality improvement and patient safety initiative in a healthcare system or unit.
- Demonstrate through written, oral, and other presentation skills, an in-depth understanding of the quality management and patient safety efforts in a healthcare system or unit.

Project Management in Healthcare Concentration Outcomes

Upon completion of the program, a graduate in the project management in leadership concentration will be able to:

- Critique, synthesize and apply theories, models, and research relating to project management in a healthcare system or unit.
- Formulate a plan to assess performance of project management in a healthcare system or unit.
- Deduce trends in best practices in healthcare teamwork that promote ethical, effective, and efficient interdisciplinary project management.
- Propose and justify tools and methods of project management.
- Produce techniques of operations assessment and improvement that assess project management efficiency and effectiveness.
- Lead and manage a project with an interdisciplinary team in a healthcare system or unit.
- Demonstrate through written, oral, and other presentation skills, an in-depth understanding of project management in a healthcare system or unit.

Policies

Healthcare Management Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Newly admitted students to the MS in HCM program are allowed to take only one course in the first session after their admission. Depending on the date of admission, the student must take either HCM 600 or HCM 605 as their first and only course. More than one course in their first session requires written permission from the program coordinator. Upon successful completion of their first session, students may register for more than one course.

Requirements

Core Courses:

HCM 557/NURS 557	Project and Resource Management	3
HCM 600/NURS 600	Managerial Epidemiology and Statistics	3
HCM 605	Healthcare Management and Administration	3
HCM 612	Healthcare Policy, Law, and Ethics	3
HCM 620	Human Resources Development in Healthcare	3
HCM 650/NURS 650	Organizational Behavior in Healthcare	3
HCM 652/NURS 652	Health Care Finance: Challenges	3

Quality Management and Patient Safety Courses:

HCM 660/NURS 660	Planning for Evidence-Based Practice	3
HCM 662/NURS 662	Quality Management in Health Care	3
HCM 665	Patient Satisfaction and Quality Improvement	3
HCM 667/BTM 667	Customer Relationship Management (E-CRM)	3
HCM 669	Patient Advocacy for Healthcare Quality	3

Project Management in Healthcare

This area of concentration prepares graduates to plan, organize, lead, control, and evaluate healthcare organization projects from start to finish. Course work is focused on ethical, effective, financial management, innovative leadership, and interdisciplinary teamwork theory and practices.

HCM 635/BTM 635	Innovative Leadership & Management	3
HCM 640	Teamwork in Healthcare Settings	3
HCM 642	Healthcare Project Planning and Management	3
HCM 644/BTM 644	Project Management	3
HCM 646	Project Management Accounting	3
Elective		
HCM 700	Internship in Healthcare Management	3

Course Descriptions

See Healthcare Management Course Descriptions (p. 106)

Nursing

Description

Nursing Program Description

The Master of Science in Nursing is designed to help meet the significant national and state need for more nurses prepared at the graduate level, with a special focus on education, leadership/management or population-based care coordination. Graduates will earn a Master of Science degree with a major in nursing.

Designed as a part-time, accelerated, online program, the program is offered to registered nurses who already have a bachelor's degree in nursing.

Graduates gain the theoretical and analytical knowledge required to contribute to the nursing profession as educators, leaders/managers or population-based care coordinators. All students participate in a practicum experience, partnered with experienced nurses in their chosen specialty, to have the opportunity to learn and demonstrate new knowledge and skills.

Program Highlights

- Multiple Starting Points - Students can choose to start their program in the fall, spring, or summer semesters. This gives students the opportunity to begin when they are ready.
- One Course at a Time - Designed for working nurses, the program allows students to focus on one course at a time, building a foundation for future coursework as they progress.
- Flexible Schedule - Students can choose the pace that works best for them, allowing a balance of work, school and life events.
- Accelerated Format - Courses are offered in accelerated 8-week formats. The only exception is the capstone course, which is offered over a full 16-week semester.

Areas of Concentration

Students will choose to focus on one of the following areas of concentration:

- Nursing Education
- Nursing Leadership/Management
- Population-Based Care Coordination

Nursing Education

This area of concentration is designed to help meet the tremendous need for nurse faculty – a shortage that is limiting enrollment in nursing schools nationwide. Education is practiced by all nurses in formal and informal settings. This concentration recognizes the changing

practice of nursing education, whether in the academic or clinical setting. From the increasing use of simulation to online courses, nursing educators in today's healthcare environment must be able to develop, implement, and evaluate courses using multiple teaching strategies, including online course delivery.

Nursing Leadership/Management

This area of concentration recognizes that all nurses, regardless of position, can be called on to serve in leadership roles. This area also addresses the key workforce need for more nurse managers, as many existing nurse leaders in hospitals and healthcare organizations will retire in the coming years. In challenging economic times, leadership is critical to the success of healthcare institutions.

Population-Based Care Coordination

This area of concentration is designed to prepare nurses for roles that have increased in demand since the implementation of the Affordable Care Act. Nursing professionals will gain appropriate skills that enable them to make ongoing changes in the health systems they serve, as well as acquiring the knowledge and abilities to adapt to future challenges in nursing. Graduates of this program may work in a variety of roles, such as case managers with hospital systems, nurse community liaisons with third-party organizations, nurse navigators within hospitals or community coordinators within health departments.

Objectives

Nursing Program Outcomes

The objective of the program is to prepare registered nurses with a Master of Science degree with a major in nursing who will practice in advanced roles as nurse educators, leaders/managers, or population-based care coordinators. Master's-prepared nurses are professionals with specialized knowledge and skills that are applied within a broad range of patient populations in a variety of practice settings.

Upon completion of the Master of Science in Nursing, graduates will be able to:

- Advance the scholarship and discipline of nursing through the acquisition and dissemination of new nursing knowledge.
- Demonstrate advanced mastery of nursing theory, evidence-based practice, service, and research based upon a multidisciplinary theoretical foundation.
- Analyze advanced roles in nursing as educators, leaders, and managers in a variety of settings: academic environments, health care agencies, political systems, and in the public and private sectors.
- Advocate for the nursing profession through demonstration of personal accountability, responsibility for advanced nursing practice and professional role modeling and mentoring.
- Synthesize knowledge of decision-making skills and change theory to promote excellence in nursing practice within a dynamic and global health care system.

Education Concentration Outcomes

Upon completion of the program, a graduate in the education concentration will be able to:

- Analyze trends in nursing science to promote best educational practices.
- Examine learning theories and curriculum design models related to educative processes in nursing.

- Analyze significant issues arising between clinical nursing practice and nursing education.
- Develop curriculum designs appropriate to the educational setting and relevant theory and research.
- Use teaching-learning theories and concepts of health protection, promotion and maintenance to address the needs of relevant cultures.
- Integrate teaching-learning theories and educational objectives in nursing education and clinical settings.

Leadership/Management Concentration Outcomes

Upon completion of the program, a graduate in the leadership/management concentration will be able to:

- Analyze trends in healthcare and health administration and promote best business management practices that improve the health of our citizens.
- Synthesize leadership theories and principles of human resource management to improve and promote nursing care in a variety of environments.
- Analyze significant issues between clinical nursing practice and health care administration and provide leadership in the pragmatic resolution of conflicts.
- Synthesize and apply theories, models, and research relating to nursing management and health systems.
- Analyze managerial problems in healthcare and provide resource solutions.
- Critique concepts and theories of nursing, health care delivery, financing, and regulatory issues related to health care organizations.

Population-Based Care Coordination Outcomes

Upon completion of the program, a graduate in the population-base care coordination concentration will be able to:

- Conduct needs assessments within communities and health care systems, engaging multiple stakeholders.
- Design a plan of care for specific populations incorporating knowledge of community resources, health care law, and regulations.
- Evaluate quality and safety outcomes within community healthcare systems.
- Implement care management projects based on target population need assessment and evidence-based standards of care.
- Evaluate culturally-competent community care management strategies through the examination of inter-professional collaborative relationships, social networks, and organizational systems.

Requirements

Core courses give all master's degree-seeking students a strong foundation in nursing research, essential for the implementation of evidence-based practice and to effectively utilize data for problem solving. Additional core courses provide advanced knowledge in the legal, ethical, political, and social forces impacting the global health care environment. The core courses, plus the courses within the areas of concentration, provide a foundation for doctoral education.

All students must successfully complete the following core courses before moving into courses in their area of concentration.

Core Courses:

NURS 515 Concepts of Nursing Informatics

NURS 520	Quantitative Methods in Nursing Research	3
NURS 530	Qualitative Inquiry in Nursing	3
NURS 547	Global Health Care Perspectives	3
NURS 557/HCM 557	Project and Resource Management	3

Education Courses:

This area of concentration includes courses in pedagogy, curriculum design, educational assessment, and a teaching practicum.

The following courses must be completed sequentially:

NURS 610	Advanced Pathophysiology and Pharmacology	3
NURS 615	Advanced Health Assessment	3
NURS 632	Curriculum Design and Innovation	3
NURS 635	Teaching and Learning Strategies/Evaluation	3
NURS 642	Instructional Media in Education	3
NURS 740	Nursing Education Capstone	6

Leadership/Management Courses:

This area of concentration includes courses on organizational behavior, health care finance, quality management, and a leadership practicum.

The following courses must be completed sequentially:

NURS 650/HCM 650	Organizational Behavior in Healthcare	3
NURS 652/HCM 652	Health Care Finance: Challenges	3
NURS 660/HCM 660	Planning for Evidence-Based Practice	3
NURS 662/HCM 662	Quality Management in Health Care	3
NURS 750	Nursing Leadership/Management Capstone	6
Elective	Approved Health Care Management course.	

Elective: Approved Healthcare Management course or course from the Education or Population-Based Care Concentration

Population-Based Care Coordination Courses:

This area of concentration includes courses on communication, coordination, vulnerable populations, epidemiology, and a Population-Based Care Coordination practicum.

The following courses must be completed sequentially:

NURS 600/HCM 600	Managerial Epidemiology and Statistics	3
NURS 670	Communication and Conflict Resolution	3
NURS 672	Population-Based Care: Vulnerable Populations	3
NURS 674	Professional/Legal Issues in Population-Based Care	3
NURS 760	Population-Based Care Coordination Capstone	6
Elective	Approved Health Care Management course.	

Elective: Approved Healthcare Management course or course from the Education or Leadership/Management Concentration

Residency Requirements

The Master of Science in Nursing has a residency requirement at the end of the program. The residency component supports the interactive nature of the profession, which requires students to demonstrate not only knowledge, but the increased ability at the graduate level to articulate and discuss nursing issues and challenges. Further, the residency allows students to demonstrate those skills and competencies they will need in their professional positions. Students unable to come to campus for this component of the program will be able to participate through the use of synchronous online software capabilities already available at the university.

Certificate Option**Post-Baccalaureate Certificate in Population-Based Care Coordination****Certificate Description**

The Post-Baccalaureate Certificate in Population-Based Care Coordination is a 15-credit graduate certificate option designed for registered nurses prepared at least at the baccalaureate level who want to expand their knowledge and practice in the growing fields of population health and care coordination. The development of this certificate was based, in part, on the changes in the U.S. healthcare delivery system, which present multiple challenges for healthcare providers. Important among these changes is the need for expert care coordination by knowledgeable providers who are well acquainted with the complexities of healthcare delivery systems, insurance policies, and the varied needs of clients. Students in the certificate option will learn the knowledge and skills necessary to provide care coordination services for diverse populations.

Certificate Outcomes

At the completion of the Certificate in Population-Based Care Coordination, students will:

- Conduct needs assessments within communities and healthcare systems, engaging multiple stakeholders.
- Design a plan of care for specific populations incorporating knowledge of community resources, healthcare law, and regulations.
- Evaluate quality and safety outcomes within community healthcare systems.
- Evaluate culturally-competent community care management strategies through the examination of inter-professional collaborative relationships, social networks, and organizational systems.

Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the completion of the certificate option. A student may repeat one course one time in a graduate program or certificate option. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the program was completed.

Certificate Option Admission Requirements

Same requirements as for admission to graduate nursing program.

Program Requirements:

Students must complete the following 15 credits:

NURS 547	Global Health Care Perspectives	3
NURS 670	Communication and Conflict Resolution	3
NURS 610	Advanced Pathophysiology and Pharmacology	3
NURS 672	Population-Based Care: Vulnerable Populations	3
NURS 674	Professional/Legal Issues in Population-Based Care	3

Policies**Nursing Program Policies**

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Course Descriptions

See NURS-Graduate Nursing Courses (p. 108)

Teaching**Description****Master of Arts in Teaching Program Description**

The Master of Arts in Teaching (MAT) with a STEM focus prepares candidates for initial certification in secondary education (grades 7-12) in the areas of biology, chemistry, earth/space science, physics, physical science and mathematics. The program is designed for recent graduates and career changers in the STEM fields who desired to enter the teaching profession. The program focuses on a STEM approach to teaching and learning that prepares graduates to engage learners in collaborative, innovative, and project-based learning for solving real world problems.

Stevenson's MAT program is delivered in an online cohort format that maximizes flexibility for working adults. Course content is facilitated by seasoned educational professionals through engaging online activities. Current and innovative educational technologies are embedded into course content to prepare candidates to meet the needs of the 21st century learner. Through authentic field experiences and a teaching internship, candidates gain the knowledge, skills, and disposition to engage and inspire learners.

Candidates who successfully complete the MAT program, including achieving qualifying scores on *Praxis*® Core (or meeting the qualifying scores on either *Praxis*® I, SAT, ACT, or GRE) and *Praxis*® II, are eligible for teaching certification in Maryland and in states with reciprocal agreements with the Maryland State Department of

Education (MSDE) in the area of secondary biology, chemistry, earth/space science, physics, physical science and mathematics. Stevenson University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by MSDE.

Objectives**Master of Arts in Teaching Program Outcomes**

Consistent with the School of Education's outcomes, upon completion of the Master of Arts in Teaching in Secondary Biology, Chemistry, Earth/Space Science, Physics, Physical Science or Mathematics, teacher candidates will be able to:

- Apply knowledge of discipline content and content-related pedagogy to design and implement effective instruction for all learners.
- Use knowledge of diverse students to design instruction and create a culturally responsive, equitable environment to support achievement for all learners.
- Design and implement instruction that engages students, encourages student participation, promotes higher-level thinking, and supports instructional outcomes.
- Design and implement assessment that monitors student learning, provides purposeful feedback on progress, and furnishes evidence to inform instruction.
- Reflect on teaching, collaborate in a professional learning community, seek professional development opportunities, engage in inquiry, persist toward goals, and exhibit integrity and professionalism.

Perquisite Requirements**Master of Arts in Teaching Program Prerequisite Requirements**

To be admitted into the MAT program, all candidates must complete the following course work and meet MSDE requirements for initial certification as identified below:

- Complete a bachelor's degree in a science or mathematics discipline from an accredited institution with 30 credit hours in the content area.
- Provide official transcripts* of all previous undergraduate-level and graduate-level college coursework.
- Attain a cumulative GPA in undergraduate coursework of 3.0 on a four-point scale.
- Attain a qualifying score on either *Praxis*® Core Academic Skills, *Praxis*® I, GRE, SAT, or ACT according to MSDE certification criteria.
- Provide two letters of recommendation, either professional or academic.
- Complete an interview with the Associate Dean of SUO Teacher Education.

To be admitted into a teaching internship (ED 710), candidates must:

- Attain a qualifying score on *Praxis*® II Content Knowledge assessment for the area or desired certification.
- Completed prerequisite coursework with a 3.0 GPA or better.
- Complete a criminal background check.

*Official transcripts must come in a sealed envelope directly from the institution. If a student receives the transcripts, the student must keep the envelope sealed and deliver the transcripts directly to the Admissions Office. If the

transcripts are from an institution located outside of the United States, transcripts will need to be evaluated by WES.

Requirements

All MAT candidates must complete the following coursework and meet MDSE requirements for initial certification as identified below:

Required Courses

ED 510	Psychology and Development of Adolescents	3
ED 605	STEM Curriculum Principles and Practices	3
ED 615	Principles of Assessment	3
ED 620	Literacy Strategies in the STEM Content Areas	3
ED 625	Advanced Literacy Strategies in the STEM Content Areas	3
ED 630	Principles of Special Education	3
ED 640	Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus I	3
ED 645	Methods and Technologies of Teaching Secondary Math and Science with a STEM focus II	3
ED 690	Issues in STEM Education	3
ED 710	Professional Internship	6

Residency Requirement

Stevenson's MAT program includes mandatory onsite weekend residencies twice a year. The interpersonal relationship developed as part of the cohort residencies enhance the academic learning and emotional well-being of the adult learner. The residency is an essential part of building that community. Residencies are scheduled on a Friday evening through Saturday afternoon at the Owings Mills Campus of Stevenson University at the start of the fall and spring semesters. Attendance is mandatory for the full period of the residency. Students may engage in seminars, workshops, peer led discussions and presentations during residency.

MSDE requirements for initial certification:

- Successful completion of Stevenson University's Maryland Approved MAT program.
- Qualifying scores on Praxis® Core (basic skills) & Praxis® II content knowledge and pedagogy assessments.
- Successful completion of 100-day teaching internship in the candidate's area of certification.

Certificate Option

Post-Baccalaureate Certificate in Secondary (7-12) STEM Teaching and Learning

Program Description:

The Post-Baccalaureate Certificate in Secondary (7-12) STEM Teaching and Learning is an 18 credit graduate certificate program designed for middle or high school math and science teachers who want to expand their knowledge and practice of inquiry-based collaborative teaching and learning. Students in the certificate program will develop the tools necessary to design and deliver learning experiences for students that are inquiry-, project-, and problem-based. The program gives students the opportunity to collaborate with a cohort of math and science teachers to plan and implement integrated, multi-disciplinary lessons that align with NSTA Next Generation Science Standards, NCTM Principles to Action, and

Common Core State Standards. Graduates of the certificate program can become STEM leaders and resources for their schools.

Program Outcomes:

At the completion of the certificate, students will:

- Relate relevant theories, concepts, and issues in STEM education to the planning, teaching, and learning process.
- Design and implement a variety of literacy strategies to support student motivation and independence in STEM content learning.
- Create and implement student-centered and integrated learning experiences that make the major concepts and processes of inquiry in the STEM disciplines accessible, meaningful and differentiated for all learners.
- Design and analyze pre-assessments, and formative and summative assessments of and for STEM learning.
- Integrate instructional technology into STEM curriculum and instruction to enhance and extend learning to address real world and global issues.
- Engage in collaborative inquiry, critical analysis, and reflection to lead STEM pedagogy and practice.
- Analyze and address current trends, pedagogical viewpoints, and issues that emerge in practice in Secondary STEM education.
- Evaluate STEM education as a transdisciplinary approach and attitude toward teaching and learning.

Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Certificate requirements must be completed within seven years after the first course applied to the program was completed.

Program Admission Requirements

Completion of a bachelor's degree in a math or science discipline or closely related field:

- From a regionally accredited institution, or
- significant coursework in math or science, and/or
- professional teaching experience in secondary math or science

Certificate Requirements

Students must complete the following 18 credits:

ED 605	STEM Curriculum Principles and Practices	3
ED 620	Literacy Strategies in the STEM Content Areas	3
ED 625	Advanced Literacy Strategies in the STEM Content Areas	3
ED 640	Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus I	3

ED 645	Methods and Technologies of Teaching Secondary Math and Science with a STEM focus II	3
ED 690	Issues in STEM Education	3

- Integrate digital technologies and print resources to engage learners in a literacy rich learning environment.
- Differentiate instruction to meet the needs of all learners on the developmental continuum of language and literacy learning.

Policies

Master of Arts in Teaching Program Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the program. A student may repeat one course in a graduate program one time. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Course Descriptions

See ED - Teaching Secondary Mathematics and Sciences Courses (p. 100)

Post-Baccalaureate Certificate in Literacy Education

Certificate Description

The Post-Baccalaureate Certificate in Literacy Education is designed to equip classroom teachers with the knowledge, skills, and strategies to increase student success for all learners. In the current educational landscape, classroom teachers are tasked with helping learners develop 21st century skills of critical thinking, problem-solving, and collaboration while they are simultaneously required to evolve their skills and develop new strategies for addressing the emerging issues in literacy education.

In the literacy education certificate program, teachers will explore current trends in literacy instruction, develop strategies for integrating literacy into content areas, align curricula with Common Core State Standards (CCSS) and the Every Student Succeeds Act (ESSA), and examine the impact of digital technologies and culturally responsive literacy. Certificate graduates will meet the Maryland State Department of Education (MSDE) coursework requirements for a Reading Teacher endorsement.

Certificate Outcomes

Upon completion of the Literacy Education program, graduates will be able to:

- Articulate the theoretical frameworks and research based foundations of reading, writing, and communication processes.
- Design and implement integrated, comprehensive, and balanced curriculum to support students' literacy needs.
- Evaluate student literacy performance using valid, reliable, and fair assessment tools to screen, diagnosis, monitor, and measure student literacy achievement to inform instruction and evaluate interventions.
- Create and engage learners in literacy practices that develop awareness, respect, and a valuing of differences in our society.

Certificate Policies

The grade of "C" is the lowest acceptable grade, and only one can be awarded during the completion of the certificate option. A student may repeat one course one time in a graduate program or certificate option. Once a student has repeated a course, the student will not be permitted to repeat any other courses. If a student repeats a course, only the latter grade is used in computing the grade point average. However, all courses taken become a part of the student's academic record. Further, a student may withdraw from each graduate course one time only.

A minimum cumulative 3.00 grade point average on all graduate work attempted is required for graduation. Only one grade of "C" may be applied toward the GPA requirement. Degree requirements must be completed within seven years after the first course applied to the degree was completed.

Requirements

Required Courses

The Post-Baccalaureate Certificate in Literacy Education is an online, 15-credit hour program.

LTED 603	Foundations of Literacy	3
LTED 611	Literacy Assessment	3
LTED 621	Culturally Responsive Literacy	3
LTED 623	Digital Literacy and Media	3
LTED 701	Literacy Capstone	3

Graduate Courses

BTM - Business and Technology Management Courses

BTM 601 - Information Technologies and the Organization (3 credits)

Provides an overview of the changing nature of organizations as they evolve to meet the demands of the new digital economy, the techniques for increasing competitiveness, and a survey of technologies and standards available to support and facilitate organization goals. The course also introduces the basic tenets of object-oriented design.

Prerequisite: None.

BTM 604 - Cognitive Science for Requirements Analysis (3 credits)

Studies the elements of cognition as they relate to decision-making, problem solving, information analysis, and system development and use, and understand the structure of cognition and its associated limitations and biases.

Prerequisite: None.

BTM 606 - Creativity in Information Systems (3 credits)

Explores the creative problem-solving models and their use in the systems development process, in order to support the organization in solving ill-structured problems in a changing environment. Application of past solutions to current problems often has not been successful. Research shows that creative solutions can arise from a careful, methodological process and this process can be learned.

Prerequisite: None.

BTM 618 - Network Technologies (3 credits)

Covers the Open Systems Interconnection Reference Model (OSI/RM) and each of its constituent layers. OSI/RM is used as a basis for understanding network functions in a multi-vendor environment and for comparing protocol standards common to the local area network. As a continued theme, evolving open

standards for networking are explored over the semester through student assignments and in-class discussions. Students will implement a multi-domain enterprise network environment.

Prerequisite: None.

BTM 634 - Enterprise Data Management (3 credits)

Prepares students for the development of large-scale, enterprise-wide systems that manage, store, and distribute an organization's data. From a database viewpoint, students learn about types of databases, relational database theory and modeling, database design processes, database schema and normalization, transaction processing, data-base locking and tuning, two-phase commits, replication, and distributed databases. Included are overviews of text data processing, data warehousing, data mining, Very Large Databases, Object-Oriented Databases, and Geo-graphic Information Systems. From a hardware viewpoint, students learn about processor types and architectures, disk arrays, and special hardware for text processing. Finally, from a data distribution viewpoint, students learn about Web servers, middleware, ODBC/JDBC, and Transaction Processing Monitors, and learn how these are incorporated into the enterprise information structure.

Prerequisite: None.

BTM 635 - Innovative Leadership & Management (3 credits)

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Prerequisite: None. Cross-Listed as: HCM 635.

BTM 640 - Operating Environments: Architecture and Infrastructure (3 credits)

Explores the role of operating environments as the foundation for integrating divergent hardware and software systems into the enterprise

information architecture. Students examine the configuration and design of the computer platforms required to perform key tasks such as: connecting computers and peripheral devices to a network, creating and managing internet and intranet access, executing application software, and installing and upgrading hardware. Students learn strategic operating systems options and evaluate how to make the best technical choices for the organization.

Prerequisite: None.

BTM 642 - Enterprise Application Process Analysis (3 credits)

Discusses the nature and impact of Enterprise Solutions software on the selection, development, and distribution of information systems through the enterprise. Students learn and apply the appropriate hardware, software, and communications standards required for evaluating when and how to implement Enterprise Solutions instead of more traditional techniques to solve business problems.

Prerequisite: None.

BTM 643 - Electronic Commerce (3 credits)

Discusses the evolution of key infrastructure technologies from electronic data interchange (EDI) to the Internet and how these technologies are creating the corporation of the 21st century. Students learn how organizations are converting traditional mainframe and client/server applications to Internet-based applications that allow worldwide access to an organization's products and services. The course covers the technologies that support these new extended corporations as well as the underlying managerial processes that are required for their successful implementation.

Prerequisite: None.

BTM 644 - Project Management (3 credits)

Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple

constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management software will be utilized to plan and manage information technology projects.

Prerequisite: None. Cross-Listed as: HCM 644.

BTM 645 - Supply Chain Management (3 credits)

Studies the supply chain from end to end and traces the flow of products, services, and information from suppliers to the final customer. Students gain an understanding of the interrelationship of revenues, costs, and asset utilization, and how coordinated activities across the supply chain can bring about efficiencies in one or more of these areas and lead to added value for customers. In a Business-to-Business environment, enterprise-wide technology systems are increasingly being implemented to integrate companies with their up-chain suppliers and down-chain customers. Students study the effect of E-commerce transactions across the supply chain and how Electronic Data Interchange (EDI) systems are bringing about lower transaction costs, faster order-handling, and more efficient inventory management.

Prerequisite: None.

BTM 646 - Disaster Recovery & Business Continuity (3 credits)

Provides students with the ability to identify vulnerabilities, and to create and implement appropriate countermeasures to address them or, at a minimum, mitigate disruption of service to the organization's constituents. Natural disasters and intrusions can cripple an organization, suspending mission-critical processes and disrupting service to customers. To that end, this course will focus on techniques for creating a business continuity plan (BCP) and the methodology for building an infrastructure that supports the effective implementation of such a plan.

Prerequisite: None.

BTM 661 - E-Systems Security (3 credits)

Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.

Prerequisite: None. Cross-Listed as: CYBF 661.

BTM 662 - Business to Business Applications (3 credits)

Explores the latest business-to-business technologies including Supply Chain Management (SCM), Enterprise Resource Planning (ERP), Customer Relationship Management (eCRM), Electronic Data Interchange (EDI), and Online Financial Services.

Prerequisite: None.

BTM 663 - Information Technology Law & Enforcement Activities (3 credits)

Outlines the legal requirements of businesses to preserve electronic data, ensure privacy, protect intellectual property and ensure that electronic information is accessible to people with disabilities. A survey of the legislation and the systems used to carry out the letter of the law is covered. Relevant sections of the Federal and State rules are examined to discover the impact on procedures and policies in the enterprise. Current pertinent federal legislation is discussed including but not limited to the Health Insurance Portability and Accountability Act of 1996 (HIPAA), Digital Millennium Copyright Act (DMCA), Section 508 (29 U.S.C. '794d), Accessibility Act; Sarbanes-Oxley Act; and the USA Patriot Act - Section 326 (HR 3162).

Prerequisite: None.

BTM 667 - Customer Relationship Management (E-CRM) (3 credits)

Understands the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries

characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite: None. Cross-Listed as: HCM 667.

BTM 671 - Innovative Strategies (3 credits)

Explores the central problems and solutions in the management of innovation and technology. The course analyzes how a large organization develops and maintains a culture of innovation; successfully manages innovative technology projects; and maintains the balance between task performance and cost containment. The course will also address the human, process, structural, and strategic factors involved in managing technological innovation.

Prerequisite: BTM 601.

BTM 672 - I.T. Financial Management (3 credits)

Reviews application of financial theories, focusing on the principles and practices used by IT financial management for planning, controlling, pricing, evaluating and decision making. Topics include: activity based cost management, asset management, benchmarking, chargeback, controllership, expense management, performance management, and telecommunications. Students will develop managerial financial problem solving and decision making skills with a strategic orientation.

Prerequisite: BTM 601.

BTM 701 - Systems Integration (3 credits)

Provides students with techniques for evaluating organizations and their environments with a view towards development of an information architecture to support organizational goals. Students design and implement a start-up business infrastructure and integrate technologies researched to support organization goals.

Prerequisite: 24 earned.

BTM 702 - Master's Project (3 credits)

Offers students the opportunity to perform in-depth applied technology research in support of a business environment. Students pursue project research topics chosen from a wide range of technologies and through hands-on implementation perform comparative analysis testing on performance, reliability, stability, feature sets, and functionality. Students formally present their research findings to the Information Systems faculty.

Prerequisite: BTM 701.

CM - Communication Studies Courses

CM 505 - Communication Theory and Applications (3 credits)

Examines major theories related to the areas of interpersonal, group, public, mass, and cultural communication. Students will use these theories as frameworks for investigating contemporary issues in human communication processes and as they apply theory to case studies and problem-solving examples.

Prerequisite: None.

CM 510 - Research Writing and Methods (3 credits)

Introduces students to methodological approaches for the purpose of exploring communication phenomena.

Prerequisite: None.

CM 600 - Cultures and Communication (3 credits)

Applies the theories and concepts of cultural communication to various personal, social, and professional contexts. Students will conduct research in the area of intercultural communication as well as analyze the effectiveness of their intercultural communication competence.

Prerequisite: CM 505 and CM 510.

CM 605 - Communication Ethics in the Public Sphere (3 credits)

Investigates ethical standards and behaviors in relation to, and application in, interpersonal, organizational, intercultural, and health communication. Students will examine case studies, narrative structures, and institutional missions to understand and explain how communication ethics affects decision-making in the personal and business spheres.

Prerequisite: CM 505 and CM 510.

CM 610 - Interpersonal Communication (3 credits)

Analyzes the concepts and practices of interpersonal communication through evaluation of related theories and research. Students will interrogate concepts and issues that deal with the relationship between the self and others on personal, professional, and social levels.

Prerequisite: CM 505 and CM 510.

CM 615 - Nonverbal Communication (3 credits)

Examines theories and research surrounding nonverbal aspects of human communication. Students will investigate critically nonverbal communication in relation to a myriad of cultural groups and diverse contexts.

Prerequisite: CM 505 and CM 510.

CM 620 - Conflict Communication and Leadership (3 credits)

Evaluates one's own and others' conflict styles in various contexts. Students will determine appropriate conflict resolution methods as leaders and learn how to manage conflict from the perspective of one in charge.

Prerequisite: CM 505 and CM 510.

CM 625 - Contemporary Communication (3 credits)

Evaluates ways in which technology, media, and influence intersect in the field of communication. Students will learn, assess, and evaluate how messages influence audiences and are influenced by media and technology.

Prerequisites: CM 505: Communication Theory and Applications; CM 510: Research Writing and Methods.

Prerequisite: CM 505: Communication Theory and Applications; CM 510: Research Writing and Methods.

Offered: Fall and Spring.

CM 630 - Contemporary Organizations and Communication (3 credits)

Applies the theories and concepts of the field to various institutions and organizations through case studies and other activities. Students will analyze the effectiveness of various types of communication in the attainment of institutional and company goals through class, gender, cultural, racial, national, and global lenses.

Prerequisite: CM 505 and CM 510.

CM 635 - Crisis Communication (3 credits)

Analyzes the scope of various crisis situations in diverse contexts. Students will examine theories and research related to crisis communication in order to comprehend the ways in which strategists have addressed these issues.

Prerequisite: CM 505 and CM 510.

CM 720 - Capstone: Communication Project or Thesis (6 credits)

Provides guidance for students as they design and construct their final project or conduct an original research investigation (thesis). Students will create a final project or thesis based on their knowledge and personal experiences, and produce an original research or creative project applying and connecting theory and practice. Students will present the results of their work to members of the department and/or program.

Prerequisites: Completion of 30 credits

Prerequisite: Completion of 30 credits in Master's of Communication Studies Program. Offered: Spring and Summer.

Community-Based Education and Leadership Courses Folder

CBEL 610 - Foundations and Frameworks of Community-Based Education (3 credit)

Examines the foundational theories, educational frameworks, and interrelationships of formal, informal, and non-formal modes of education. Emphasis is placed on evidence-based educational practices that foster community engagement. Students explore the emergence of community-based education as a means for individual and societal change among differing age, gender, ethnic, racial, and socio-economic groups.

Offered: Fall and Spring.

CBEL 612 - Innovative Teaching and Learning for 21st Century Skills (3 credits)

Introduces a conceptual framework and methods for teaching and assessing essential skills through integrated problem-based and project-based learning. Topics include analysis and application of instructional strategies to engage and motivate learners of all ages and backgrounds. The course includes demonstration, development, and

assessment of standards-based real-world problem solving experiences.

Offered: Fall and Spring.

CBEL 614 - Program Design, Implementation, and Evaluation (3 credits)

This course is under development.

CBEL 616 - Community Engagement and Leadership (3 credits)

This course is under development.

CBEL 662 - Principles and Practices of Youth Development (3 credits)

This course is under development.

CBEL 664 - Teaching & Learning for Specialized Populations (3 credits)

This course is under development.

CBEL 670 - Volunteer Development (3 credits)

This course is under development.

CBEL 672 - Advocacy & Fundraising in Community-Based Organizations (3 credits)

This course is under development.

CBEL 674 - Legal Issues and Risk Management in Community Organizations (3 credits)

This course is under development.

ED 604 - Cognitive, Social, and Emotional Development of Learners (3 credits)

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the dynamics of teaching and learning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self-identity, resiliency, and self-efficacy.

Offered: Fall, Spring, and Summer.

ED 606 - Socio-political and Cultural Influences on Families, Organizations, and Communities (3 credits)

Examines the socio-political and historical contexts of families, organizations, and communities in contemporary society through various cultural perspectives including values, norms, symbols, rituals, and expressions. Students will explore the structure and dynamics of these groups in relation to formal and non-formal systems of education and the role of culturally relevant teaching.

Offered: Fall and Spring.

ED 608 - Action Research and Data Driven Decision-Making (3 credits)

This course is under development.

CBEL 720 - Community-Based Education and Leadership Capstone (3 credits)

Explores current theory and research on cognitive, social, and emotional development from childhood through adulthood with emphasis on the dynamics of teaching and learning. Students examine cultural and environmental factors that influence learner development and conditions that foster positive self-identity, resiliency, and self-efficacy.

CYBF - Cyber Forensics Courses

CYBF 643 - Incident Response and Evidence Collection (3 credits)

Examines relevant laws regarding the search and seizure of digital evidence, the tools available to create a "best evidence" image of the digital evidence, and how to properly document the seizure, validate the image set, and establish a proper chain of custody for all evidence seized.

Prerequisite: FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program. Cross-Listed as: FSIS 643.

CYBF 644 - Windows Forensic Examinations (3 credits)

Provides information essential to the performance of a forensic examination on a computer running the Microsoft Windows Operating System. Exercises focus on disk level forensic tools and techniques. This course focuses on the underlying operation of automated

forensic tools, identifying the most appropriate forensic tool to be used in specific circumstances, and defending the selection of forensic tools in the courtroom under cross examination. The course will use leading edge tools from X-Ways, Helix, and EnCase.

Prerequisite: CYBF 643. Cross-Listed as: FSIS 644.

CYBF 650 - Intrusion Detection Systems (IDS), Firewalls, Auditing (3 credits)

Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.

Prerequisite: Approval of the Program Coordinator. Cross-Listed as: FSIS 650.

CYBF 661 - E-Systems Security (3 credits)

Explores the current software and hardware products available to protect enterprise assets. Covered in this course are the methods used to ensure both secure and authenticated transmissions of proprietary corporate information across vulnerable networks. Topics will include public-key-infrastructure (PKI), digital signatures, certificate authorities, and encryption standards such as SSL, IPSEC, SET, DES, S/MIME, SHTTP. In addition, students examine techniques and software used for intrusion detection, password attacks, denial of service, spoofing, and their respective countermeasures.

Prerequisite: None. Cross-Listed as: BTM 661.

CYBF 662 - Network Penetration Testing (3 credits)

Explores the need for conducting ethical network penetration testing as a means to better secure existing networks and to identify artifacts that appear from attacks. Students will develop network penetration testing plans in accordance with approved industry standards. Tests, which include active and passive reconnaissance, footprinting, vulnerability identification, and exploitation, will be conducted on multiple targets. Students will generate results, including recommendations for improving the security posture of the network.

Prerequisite: CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator. Cross-Listed as: FSIS 662.

CYBF 663 - Network and Cloud Forensics (3 credits)

Explores performing forensic examination of a shared pool of configurable computing cloud resources, such as networks, servers, storage applications, and services. This course will provide a practical approach to obtaining forensic data from always-on, cloud-based resources. Examinations will involve the correlation of information from different network sources. Students will distinguish live analysis from live response and perform both on a network-based resource. Students will produce a report detailing the results of a network/cloud-based forensic examination.

Prerequisite: CYBF 644/FSIS 644, or permission from the CYBF Program Coordinator. Cross-Listed as: FSIS 663.

CYBF 664 - Mobile Device Forensics (3 credits)

Explores the growing field of cellular technologies from both network architecture and hand-held device perspectives. This course will provide details regarding the type and manner of data that can be forensically obtained from mobile devices, including call logs, text messages, address books, photos, videos, and Internet history. Exercises focus on using accepted forensic procedures to acquire and analyze data from a variety of mobile devices. Students will generate analytical reports and cross reference results with data from network service providers. The course will use leading-edge tools from Paraben Corporation and Cellebrite Mobile Synchronization. The course is offered online but it is mandatory for the student to attend one 8-hour on-site class.

Prerequisite: FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program. Cross-Listed as: FSIS 664.

CYBF 670 - Cyber Warfare and Cyber Terrorism (3 credits)

Explores the rapidly changing face of cyber warfare and cyber terrorism. Students will identify and characterize the fundamental aspects of cyber terrorism and the role of computers and the Internet in terrorist acts on information systems and critical infrastructure components. Students will analyze cyber warfare techniques, such as Denial of Service attacks on critical infrastructure, man-in-the-

middle attacks, sabotage, and espionage. Students will evaluate the various cybercrimes that are being used to finance terrorism and cyber criminal activities.

Prerequisite: None.

CYBF 675 - Live Response and Live Acquisition (3 credits)

Explores the fundamental differences between classical media analysis in dead box forensics and live responses and live acquisition. Students will perform both a live response to an information system that has been hacked and a live acquisition of media and memory on a running system that has been compromised. Students will then analyze the results for evidence of attack and compromised data. Finally, students will create detailed reports with findings from live responses and acquisitions.

Prerequisite: None.

CYBF 680 - Legal Compliance and Ethics (3 credits)

Introduces students to key statutes, regulations and standards relating to the security of information, including the Federal Information Security Management Act (FISMA), the Health Insurance Portability and Accountability Act (HIPAA), the Privacy ACT of 1972, National Institute of Standards and Technology (NIST) Special Publication 800-37, and the Computer Fraud and Abuse Act. Students will analyze best practices with respect to both security and ethics to identify conflicts that may arise between the implementation of current laws and real-life responses to breaches of information systems.

Prerequisite: None.

CYBF 685 - Malware Detection, Analysis, and Prevention (3 credits)

Explores malware, such as Trojans, droppers, and rootkits, used to gain access to computer systems and examines the infiltration methods and resultant artifacts that appear as a result of malware infections. Students will examine the role and behavior of bot networks and analyze carrier files, such as malicious PDFs, scripts, and executables. Students will isolate and analyze malware from behavioral and static approaches.

Prerequisite: None.

CYBF 710 - Mock Intrusion and Response (3 credits)

Applies the concepts learned throughout the cyber forensics program to a real-life scenario. Students will identify and analyze a compromised multi-component information system; preserve, collect, and analyze data from multiple sources to identify attack vectors and compromised data; and produce a detailed report describing the methodology used to analyze the systems and the subsequent results. Finally, students will provide an oral defense of their reports.

Prerequisite: 33 graduate credits in cyber forensics.

ED - Teaching Secondary Mathematics and Sciences Courses

ED 510 - Psychology and Development of Adolescents (3 credits)

Explores current theories and practices in the teaching/learning process from the perspective of adolescent development. The course will cover the dynamics of learning, environmental and cultural influences in the classroom, learning theory, cognitive mechanisms, and classroom dynamics. Focus is given to the physical, cognitive, and social/personality areas of growth. This course includes a required two day face to face residency.

Prerequisite: None.

ED 605 - STEM Curriculum Principles and Practices (3 credits)

Provides a theoretical framework for understanding the teaching-learning process and the art and science of teaching secondary math and science with an integrated STEM approach. Candidates develop a professional knowledge base and build a repertoire of instructional strategies and techniques.

Prerequisite: None.

ED 615 - Principles of Assessment (3 credits)

Examines principles and practices of educational assessment. Teacher candidates examine current issues in measurement, analyze multiple assessment methods, and interpret standardized assessment results. Action research is explored as strategy for creating performance-based

assessments to meet individual learning needs.

Prerequisite: ED 605.

ED 620 - Literacy Strategies in the STEM Content Areas (3 credits)

Focuses on the reading process in the STEM content areas, including comprehending, analyzing and extending meaning from texts. Candidates examine the factors that affect reading performance and review the strategies and materials appropriate for each of the purposes of reading. Candidates study the frameworks for planning instruction which prepare students for the reading task, assist in monitoring while reading, and plan to engage students in appropriate follow-up activities.

Prerequisite: ED 605.

ED 625 - Advanced Literacy Strategies in the STEM Content Areas (3 credits)

Focuses on the design and implementation of a literacy program for adolescents that meets the needs of various learners and supports content area learning. Teacher candidates use a variety of strategies to promote student independence in content area reading. Candidates incorporate methods in the content areas to address the diverse backgrounds of their students, including culture, language (dialect and ESOL), disabilities, and giftedness. Candidates explore multiple literacies and disciplinary literacy in the STEM content areas as well as ways to assess student literacy.

Prerequisite: ED 620.

ED 630 - Principles of Special Education (3 credits)

Provides background in special education principles for the classroom teacher. This course includes information on the requirements of specific disabilities, and how to adapt the curriculum and environment to meet the needs of children with special needs. Prerequisite(s) or Corequisite(s): ED 605

Prerequisite: None.

ED 640 - Methods and Technologies of Teaching Secondary Math and Science with a STEM Focus I (3 credits)

Includes an in-depth study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the

developmental characteristics of adolescents. The course emphasizes state and national science and mathematics standards, process skills and the major concepts of the disciplines. Candidates engage in constructivist teaching methods including: collaboration, 5 E cycle, investigation, inquiry, discovery and project-based learning. The importance of creating and maintaining a safe and supportive classroom is addressed. Appropriate use of technology and instrumentation to enhance learning is identified and explored. Assessment of processes and content lead candidates to explore a variety of assessment strategies appropriate to the diverse needs of adolescent learners. This course includes teaching internship days toward the required 100-day internship. Prerequisite(s) or Corequisite(s): ED 605

Prerequisite: None.

ED 645 - Methods and Technologies of Teaching Secondary Math and Science with a STEM focus II (3 credits)

Continues the study of the philosophy, resources, curriculum, instructional strategies and assessment practices necessary to design a learning environment focused on the developmental characteristics of adolescents. The course emphasizes state and national science and mathematics standards, process skills and major concepts of the disciplines. The course continues an exploration of strategies for creating a safe and supportive classroom and the adaptation of technology to enhance learning. Candidates engage in design, implementation, and assessment of constructivist-based STEM instructional strategies. This course includes classroom field experiences. This course includes teaching internship days toward the required 100-day internship.

Prerequisite: ED 640.

ED 690 - Issues in STEM Education (3 credits)

Introduces candidates to the political, economic, social, and/or pedagogical issues shaping secondary and STEM education policy and practice. Candidates explore current issues through research and discussion, identify issues that emerge in practice, and engage stakeholders in problem solving.

Prerequisite: ED 645. Corequisite: ED 710.

ED 710 - Professional Internship (6 credits)

Provides opportunities for teacher candidates to integrate theory and practice. Candidates proceed from introductory participation to full professional teaching responsibilities including planning and implementation of curriculum and assessment of student learning. Candidates conduct action research with the goals of gaining insights, developing reflective practice, making a positive contribution to the school environment, and achieving student learning outcomes. Candidates complete their minimum 100-day internship in a secondary classroom and complete a professional development portfolio.

Prerequisite: ED 645, MSDE Qualifying Score on Praxis II Content Area Assessment. Corequisite: ED 690.

FSAAC - Forensic Accounting Courses

FSAAC 620 - Forensic Information Technology (3 credits)

Introduces forensic computer science, including techniques used to investigate computer crime scenes as well as computer hardware and software used to solve computer crimes. Students study the history of computer crimes and the important legal and social issues related to them.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSAAC 622 - Advanced Accounting Information Systems (3 credits)

Focuses on how information technology is altering the nature of accounting, with emphasis on the integration of accounting systems in business software. Students discuss how the Internet, e-commerce, and databases affect accounting systems. Emphasis is placed on reporting objectives, management needs, transaction trails, documentation, security, and internal controls. Restricted to Accounting Track students only.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSAAC 624 - Fraud: Accounting (3 credits)

Covers fraud detection, warning signs, technology tools, investigation techniques, financial statement

screening, fraud risk in e-commerce, and proactive fraud risk. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure will be addressed. This course must be completed prior to taking Mock Trial. Restricted to Accounting Track students only.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSAAC 626 - Investigation and Analysis: Auditing (3 credits)

Emphasizes financial statement fraud and how an auditor can find such fraud. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure is addressed. Case studies of the SEC Enforcement Division's releases for false and misleading financial statements. This course must be completed prior to taking Mock Trial. Restricted to Accounting Track students only.

Prerequisite: FSAAC 624.

FSAAC 628 - Investigation and Analysis: Tax (3 credits)

Focuses on tax fraud perpetrated by individuals and businesses. Emphasis is placed on common types of tax fraud and how such fraud can be detected. The proper manner in which allegations of fraud should be investigated to meet the requirements of civil/criminal court procedure is addressed. This course must be completed prior to taking Mock Trial. Restricted to Accounting Track students only.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSIS - Forensic Information Systems Courses

FSIS 640 - Technology Law and Enforcement Activities (3 credits)

Examines civil litigation and electronic discovery as they relate to the existing and emerging body of technology law enforcement activities at the federal level. Topics will include antitrust, patent, copyright, trade secret, trademark and domain name, privacy, and contract law matters. Coursework will focus on digital age entities and case examples as they impact contemporary civil litigation and electronic evidence practices.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSIS 642 - File Systems Forensic Analysis (3 credits)

Prepares students with a thorough knowledge of file system structures and the ability to analyze digital evidence found in the various implementations of FAT, NTFS, EXT3 file systems, and other disk allocation structures. This knowledge and associated skill is essential for a complete understanding of evidence imaging and the analysis required to provide testimony in court as an expert in the field of computer forensics.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSIS 643 - Incident Response and Evidence Collection (3 credits)

Examines relevant laws regarding the search and seizure of digital evidence, the tools available to create a "best evidence" image of the digital evidence, and how to properly document the seizure, validate the image set, and establish a proper chain of custody for all evidence seized.

Prerequisite: FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program. Cross-Listed as: CYBF 643.

FSIS 644 - Windows Forensic Examinations (3 credits)

Provides information essential to the performance of a forensic examination on a computer running the Microsoft Windows operating system. Exercises focus on disk level forensic tools and techniques. This course focuses on the underlying operation of automated forensic tools, identifying the most appropriate forensic tool to be used in specific circumstances, and defending the selection of forensic tools in the courtroom under cross examination. The course will use leading edge tools from X-Ways, Helix, and EnCase. This course must be completed prior to taking Mock Trial.

Prerequisite: FSIS 642, FSIS 643, or CYBF 643. Cross-Listed as: CYBF 644.

FSIS 646 - Windows Intrusion Forensic Investigations (3 credits)

Describes how operating system intrusions occur and what can be learned from the artifacts left behind. This course covers the categories of intrusions, targeting vulnerabilities in the Microsoft Windows environment. Students examine intrusion evidence to determine a time line of events,

and collect evidence of the intrusion source.

Prerequisite: FSIS 644/CYBF 644.

FSIS 650 - Intrusion Detection Systems (IDS), Firewalls, Auditing (3 credits)

Explores the network forensic components that detect, block and track network intrusions. Students learn how to configure IDS, firewalls and network analysis tools to protect network resources. Steps in recovering digital forensic evidence from these devices are examined. The various categories of IDS, firewall and network analysis products are compared and evaluated.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606 and approval of the FSIS Track Coordinator. Cross-Listed as: CYBF 650.

FSIS 662 - Network Penetration Testing (3 credits)

Explores the need for conducting ethical network penetration testing as a means to better secure existing networks and to identify artifacts that appear from attacks. Students will develop network penetration testing plans in accordance with approved industry standards. Tests, which include active and passive reconnaissance, footprinting, vulnerability identification, and exploitation, will be conducted on multiple targets. Students will generate results, including recommendations for improving the security posture of the network.

Prerequisite: FSIS 644/CYBF 644 or permission from the FSIS Track Coordinator. Cross-Listed as: CYBF 662.

FSIS 663 - Network and Cloud Forensics (3 credits)

Explores performing forensic examination of a shared pool of configurable computing cloud resources, such as networks, servers, storage applications, and services. This course will provide a practical approach to obtaining forensic data from always-on, cloud-based resources. Examinations will involve the correlation of information from different network sources. Students will distinguish live analysis from live response and perform both on a network-based resource. Students will produce a report detailing the results of a network/cloud-based forensic examination.

Prerequisite: FSIS 644/CYBF 644. Cross-Listed as: CYBF 663.

FSIS 664 - Mobile Device Forensics (3 credits)

Explores the growing field of cellular technologies from both network architecture and hand-held device perspectives. This course will provide details regarding the type and manner of data that can be forensically obtained from mobile devices, including call logs, text messages, address books, photos, videos, and Internet history. Exercises focus on using accepted forensic procedures to acquire and analyze data from a variety of mobile devices. Students will generate analytical reports and cross reference results with data from network service providers. The course will use leading-edge tools from Paraben Corporation and Cellebrite Mobile Synchronization. The course is offered online but students are required to attend an 8-hour on-site class.

Prerequisite: FSCOR 601, FSCOR 604, and FSCOR 606, or admission to the CYBF Program. Cross-Listed as: CYBF 664.

FSINV - Forensic Investigation Courses

FSINV 600 - Investigative Techniques/Interviewing (3 credits)

Examines how to gather testimonial evidence by interviewing persons of interest, as well as how to prepare reports of investigation and oral presentations. Students will learn the importance of planning thoroughly before conducting interviews by carrying out preliminary research into the interviewee's personal history and background. Students engage in background research that includes employment, education, financial, and criminal records. Legal issues regarding gathering, maintaining and disclosing information obtained during the investigation is presented, as well as the law governing self-incrimination and providing warnings during interviews. Students learn to differentiate among various types of interviewing, including interviewing neutral witnesses, hostile witnesses, and subjects of investigations. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions. This course must be completed prior to taking Mock Trial. Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSINV 605 - Investigative Techniques/Physical Evidence (3 credits)

Examines how to gather physical and documentary evidence, such as accounting documents and digital records, from persons of interest and to prepare reports of investigation and oral presentations. Students learn the importance of planning thoroughly before gathering evidence, by conducting preliminary research into the record system to be examined. Legal issues regarding gathering, maintaining and disclosing information, as well as the law controlling privacy and search and seizure are presented. Students learn how to properly record evidence and maintain a chain of custody. Students prepare reports using analytical techniques that allow them to reach coherent, defensible conclusions. This course must be completed prior to taking Mock Trial.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSLAW - Forensic Law Courses

FSLAW 602 - Criminology (3 credits)

Provides students with the opportunity to examine crime, criminals, the law, criminal behavior, and other social processes involved in crime causation. Emphasis is placed on the role of crime as a social phenomenon, the nature of criminal law, and related matters of crime in modern society. Students will examine criminological theories and their impact on policy formation in the criminal justice arena as well as examine scholarly criminological research for use in supportive analysis of theory and policy in the criminal justice arena.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSLAW 662 - Fraud Investigation and Analysis (3 credits)

Deals with all phases of fraud investigations, including fact-gathering and interviewing witnesses and targets. Issues considered include constitutional criminal procedure relating to the Fourth Amendment (search and seizure), Fifth Amendment (custodial interrogations), and Sixth Amendment (interrogation and identification). The course also covers the rules governing subpoenas for testimony, exemplars and documents, grand jury operation and secrecy, the rights and obligations of grand jury

witnesses, and the responsibilities of a defense attorney when they discover evidence that tends to incriminate the defendant.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSLAW 667 - Legal Research & Writing (3 credits)

Expands on the skills acquired in FSCOR 606, Forensic Journal Research and Review. Emphasis is placed on research of complex legal issues and analysis and synthesis of law and evidence in both objective and persuasive writing.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSLAW 668 - White Collar Crimes (3 credits)

Includes a review and analysis of the general principles of white collar criminal prosecution and defense, including jurisdiction of various federal criminal law enforcement and prosecutorial agencies; corporate and other business crimes; fraud and political corruption crimes (mail fraud, bank fraud, and crimes involving bribery of public officials); conspiracy; financial and securities fraud; tax fraud; RICO; currency reporting crime and money laundering; regulatory crimes in the health and environmental areas; crimes involving the protection of federal rights and functions (perjury statutes, obstruction of justice, and witness tampering); and sanctions, including the Federal Sentencing Guidelines and the use of minimum mandatory sentences.

Prerequisite: FSCOR 601, FSCOR 604, FSCOR 606.

FSCI - Forensic Science Courses

ART 540 - Crime Scene Photography (3 credits)

Explores the basic concepts and skills of photography including the use and operation of SLR and Digital cameras, the fundamentals of proper lighting, film selection, picture composition, film processing and printing. These skills will be developed as they pertain to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatters, firearms, burn marks, victims, and tire tracks. This course must be completed prior to taking Mock Trial.

Prerequisite: None.

FSCI 500 - Survey of Forensic Science (3 credits)

Provides the student with an understanding of the two primary arenas of forensic science-the lab and the courtroom. Topics covered will include forensic chemistry, pattern analysis, forensic biology, forensic microscopy, the expert witness, physical evidence and the crime scene. Topics related to employability as a forensic scientist and workplace demands will also be introduced. In this course, students will begin to explore in detail their specific areas of interest within the broad discipline of Forensic Science.

Prerequisite: None.

FSCI 610 - Physical Evidence at Crime Scenes (3 credits)

Covers how to identify physical evidence and recognize its value as it relates to the solution of crime. The concepts of identification, individualization, and association will be discussed. The categories of physical evidence studied will include the recognition and collection methods of fingerprints, drugs, documents, soil, arson evidence, gunshot residue, hair, fiber, and the biological evidence categories, such as blood, saliva, and semen. The value of DNA evidence will be discussed.

Prerequisite: None.

FSCI 615 - Safety/Quality Control/Quality Assurance (2 credits)

Prepares students to be knowledgeable in the stringent safety and quality assurance procedures routinely in operation within an accredited forensic laboratory. Additionally, students will learn about the quality criteria that govern the work product of an accredited forensic lab. The course will emphasize the practices that protect the work product through good QC/QA with emphasis on current accreditation criteria, and those policies that protect the most important aspect of the lab-the employee.

Prerequisite: None.

FSCI 617 - Trace Evidence (4 credits)

Prepares students to evaluate physical evidence through the use of microscopic, chemical, and instrumental means. The course will emphasize the scientific procedures used to identify the evidence, the analysis of data generated during the identification phase, and the inductive

reasoning process which allows the forensic scientist to draw conclusions based on the evidence at hand. Laboratory course.

Prerequisite: FSCI 500.

FSCI 620 - Drug Analysis (3 credits)

Introduces students to the "analytical approach" to drug analysis in a forensic laboratory. Students will be taught how to define the problem, take a representative sample, isolate, identify, and quantitate various classifications of controlled dangerous substances. Students will learn how to put the findings into proper report format. Laboratory course.

Prerequisite: FSCI 500.

FSCI 630 - Crime Scene Investigation (4 credits)

Teaches the student how to process a crime scene properly. Students learn how to photograph, sketch, and document a crime scene for presentation of those findings in a court of law. Students will be given the opportunity to perform hands on activities, such as development of latent prints, lifting and preserving prints, making plaster casts of impressions, packaging and preserving biological types of evidence, and performing elementary screen tests for some evidence categories. Laboratory course.

Prerequisite: FSCI 500 and FSCI 610.

FSCI 632 - Pattern Analysis (3 credits)

Enhances the student's knowledge in the area of forensic science known as Pattern Analysis. Specific areas of coverage within this topic are latent prints, firearms/toolmarks, bloodstain patterns, and questioned documents. The central concept of the course is that items of evidentiary value (known vs. questioned) can be associated with each other through an examination and correlation of innate patterns. This course expands the application of comparative methods of analysis first introduced in FSCI 500. The course is in an 8-week, accelerated, on-line format.

Prerequisite: FSCI 500.

FSCI 640 - Serology and Immunology (3 credits)

Involves a detailed study of the structure and function of the immune system, and in particular, antigen-antibody reactions with applications to forensic science. Students learn to perform a variety of laboratory tests in the screening of biological materials,

such as blood, semen, saliva, etc, and use of microscopy. Identification of the source material and feasibility for DNA analysis are key aspects of the course. Laboratory course.

Prerequisite: FSCI 500.

FSCI 645 - DNA Analysis (3 credits)

Masters and applies a variety of concepts related to DNA structure and genetic transference. Various techniques for DNA analysis will be applied and evaluated, such as PCR, STR and Y-STR. Capillary electrophoresis procedures will be utilized. Students will also become familiar with and learn to use the national DNA database CODIS.

Prerequisite: FSCI 500 and FSCI 640.

FSCI 655 - Practicum Rotations (3 credits)

Involves rotation through forensic science disciplines at a local crime laboratory facility or law enforcement agency. The practicum rotation will provide students with first-hand experience in observing the activities of a working forensic laboratory. When possible, the student will be assigned a project in a forensic area.

Background check required.

Prerequisite: None.

FSCI 660 - Forensic DNA Computer Applications (3 credits)

Provides students with exposure to a wide variety of computer applications that are commonly encountered within the forensic DNA field. The course includes both analytical applications and database applications; with four modules assigned to each. Each module will cover the basis of the application, the different options available for the application, and an explanation of the functionality of the application. The analytical application includes modules on real time PCR analysis, length based DNA analysis, sequence based DNA analysis, and expert analysis systems. The database application includes modules on quality assurance databases, sample tracking databases, comparative databases, and population databases.

Prerequisite: FSCI 645 (concurrent).

FSCI 670 - Forensic Toxicology (3 credits)

Studies the mechanisms of action (absorption, distribution, metabolism, and excretion) by which xenobiotics (drugs and environmental chemicals) enter the body and cause an effect. The course will also discuss the forensic analytical application of

detection and interpretation of the toxicological findings.

Prerequisite: FSCI 500.

FSCI 675 - The Crime Laboratory: Structure and Operations (3 credits)

This course would describe the structure and operations of a modern day crime laboratory facility. Students would be made aware of the various forensic disciplines comprising a crime laboratory as well as the management structure that is found in the majority of crime laboratories that are under the auspices of a law enforcement agency. Students will be made aware of the supervisory responsibilities of management personnel in the practices that are used by management to fulfill the requirements of ASCLD/LAB accreditation.

Prerequisite: None.

FSCI 701 - Trial Practice (3 credits)

Prepares students to testify in court proceedings by requiring them to undergo examination in a mock grand jury setting, a mock trial cross-examination and/or a mock deposition. Oral communication skills as they relate to eliciting and giving testimony will be stressed. The effective use of exhibits as aids to testimony will be emphasized. Students will learn how to present physical and documentary evidence using technology that includes a document camera, SmartBoard, and projection media. Students also prepare CVs. Class will focus on discussion of the American Court system, courtroom procedures, relevant Fourth Amendment cases, the admissibility of expert testimony, ethics and objectivity as they pertain to experts, and how to be an effective testifying expert. Legal cases will be analyzed with respect to the proper collection, analysis and presentation of evidence in court. Students will have the opportunity to discuss with practicing forensic scientists, technicians and members of the defense bar, issues that pertain to proper evidence collection and testifying in court.

Prerequisite: 33 graduate credits, including all FSCI courses.

FSCI 702 - Seminar in Forensic Science (3 credits)

This course is under development.

Prerequisite: None.

FSCI 720 - Seminar in Forensic Science I (1 credit)

Covers a broad range of topics within the forensic science disciplines. The student will prepare presentations based on papers from peer-reviewed scientific journals and will present these papers to his/her peers for discussion and critique of the scientific merit of the paper. In addition, visiting forensic scientists will present periodically on new techniques, topics and research in the forensic sciences. Topics related to professional practice will also be emphasized, including standards for ethical behavior, workplace demands, and professionalism.

Prerequisite: FSCI 500.

FSCI 721 - Seminar in Forensic Science II (1 credit)

Emphasizes student presentations. This course is a continuation of FSCI 720.

Prerequisite: FSCI 720.

FSCI 760 - Research Project & Presentation I (3 credits)

Begins the process of a formal master's thesis or scientific paper. This course is the first half of a two course, year-long sequence that will conclude with FSCI 761. The student will conduct a forensic science research project on campus or at an approved off-campus facility. Under the direction of the host mentor, each student will perform independent and original research. The student will develop a formal research proposal which he/she will then present to a faculty panel. The student will complete a minimum of 200 hours of laboratory work during this course. Written requirements include keeping a formal laboratory notebook, preparing the introduction/literature review section of the thesis, and completing initial drafts of the methods and results sections of the thesis. Laboratory course.

Prerequisite: FSCI 500 and two track courses (may be taken concurrently).

FSCI 761 - Research Project & Presentation II (3 credits)

Culminates in a formal master's thesis or a formal scientific paper. This course is the second half of a two course, year-long sequence that began with FSCI 760. The student will complete the forensic science research project begun in FSCI 760. The student will complete the forensic science research project on campus or at an approved off-campus facility. Under the direction of the host mentor, each student will continue to perform

independent and original research. The student will complete an additional 200 hours of laboratory work during this course toward the completion of the thesis.

Requirements include keeping a formal laboratory notebook, and completing and defending the final draft of the Master's thesis. Additionally, the student will present his/her research results to the scientific community in the form of a seminar and/or poster presentation. Laboratory course.

Prerequisite: FSCI 760.

FSCOR - Forensic Studies Courses

FSCOR 601 - Foundations of Justice (3 credits)

Provides students with the opportunity to examine the history, philosophy, and social development of investigations, courts, and correctional institutions in a democratic society. Local, state and federal agencies involved in administration of criminal justice, as well as the court and trial process are examined.

Prerequisite: None.

FSCOR 604 - Evidence (3 credits)

Provides students with an understanding of the federal rules of evidence and how they are used in the criminal courts, as well as their effect on the administration of justice. Recovery, preparation, and presentation of evidence are covered.

Prerequisite: FSCOR 601 (FSTU Students) or FSCI 500 (FSCI students only).

FSCOR 606 - Forensic Journal Research and Review (3 credits)

Provides the opportunity for students to contribute an original piece of scholarly writing to the field of forensic studies. Students will research, write, edit and journal through the writing process. Students will work with peer editors throughout the research and writing process.

Prerequisite: None.

FSCOR 701 - Mock Trial Capstone (3 credits)

Prepares students to testify in court proceedings by requiring them to undergo examination in a mock grand jury setting, a mock trial cross-examination and/or a mock deposition. Oral communication skills as they relate to eliciting and giving testimony will be stressed. The effective use of exhibits as aids to

testimony will be emphasized. Students will learn how to present physical and documentary evidence using technology that includes a document camera, SmartBoard, and projection media. Students also prepare CVs. Class will focus on discussion of the American Court system, courtroom procedures, relevant Fourth Amendment cases, the admissibility of expert testimony, ethics and objectivity as they pertain to experts, and how to be an effective testifying expert. Legal cases will be analyzed with respect to the proper collection, analysis and presentation of evidence in court. Students will have the opportunity to discuss with practicing forensic scientists, technicians and members of the defense bar, issues that pertain to proper evidence collection and testifying in court.

Prerequisite: 33 graduate credits, including all FSCOR courses.

FSCOR 702 - Mock Trial Capstone (6 credits)

Examines how evidence is presented in the courtroom during a simulated proceeding, which is the culminating event of the class. Oral communication skills as they relate to eliciting and giving testimony are stressed. Preparation for the proceeding focuses on locating and analyzing all relevant evidence, constructing a theory, drafting questions and/or testimony, applying evidence law, and preparing and using exhibits. Students will develop the skills necessary to elicit testimony and/or to be testifying examiners in the fields of forensic accounting, computer forensics, criminalistics, and investigations.

Prerequisite: 30 graduate credits in Forensic Studies, including all FSCOR courses. (Note: Students are not permitted to take another course concurrently, except by permission of the Department Chair).

GPS- Graduate and Professional Studies

GPS 500 - Thinking, Researching, Writing for Success (0 credits)

Focuses on developing students' confidence and competence in critical thinking, researching, and writing at the master's degree level. The habits of mind and intellectual skills necessary for academic and professional success are introduced, recognizing that proficiency will not be achieved until students complete their degree programs. The course integrates technology tools into

assignments to provide familiarity with the online learning environment.

Offered: Fall, Spring, and Summer.

HCM - Healthcare Management Courses

HCM 557 - Project and Resource Management (3 credits)

Provides students with the essential principles and tools of project management and an understanding of the human, organizational, and fiscal factors involved. Students will study issues and acquire skills related to personnel selection, managing an increasingly diverse workforce, project definition, budgeting, quality, and outcomes. The role of strategic planning in healthcare organizations will be explored.

Cross-Listed as: NURS 557.

HCM 600 - Managerial Epidemiology and Statistics (3 credits)

Examines epidemiology concepts and tools as they are used in developing models for health, health service utilization, and health policy. Students will learn to distinguish among the types of epidemiological research (descriptive, analytical, and experimental) and will analyze epidemiological literature and discuss the pros and cons of different research methods. Analysis of epidemiological data using appropriate methods and statistical measures utilized in epidemiological studies are required to design and conduct a needs assessment for a given population, identifying healthcare gaps and disparities. Case studies and real world examples will be used to reinforce need for population-based approach to design and delivery of healthcare services.

Prerequisite: None. Cross-Listed as: NURS 600.

HCM 605 - Healthcare Management and Administration (3 credits)

Examines theories and practices of management in healthcare organization. Students will learn about internal and external forces influencing healthcare system or unit performance and clinical excellence. Current environmental forces influencing human resources management will be assessed for impact on job design and recruitment and retention of healthcare professionals. Analysis of teamwork, leadership, power, politics, change, quality management, and

strategic planning as they impact the role of the healthcare manager will be incorporated into critiques of healthcare management case studies and application of theory to real world experiences.

Prerequisite: None.

HCM 612 - Healthcare Policy, Law, and Ethics (3 credits)

Examines the impact of governmental agencies, non-governmental organizations, and other stakeholders on the history of health care policy development in the US. This course challenges students to analyze historical health care laws and any opposition to those laws and policies with respect to the impact on access, cost, quality of care, and ethical issues from the perspectives of different stakeholders. Students design a health care law, delineate the ethical implications of the law and propose an implementation strategy and plan. Implications of healthcare policy, laws, and ethics will be examined through case studies and analyses of real world examples.

Prerequisite: HCM 600 or HCM 605.

HCM 620 - Human Resources Development in Healthcare (3 credits)

Examines human resources management (HRM) from a strategic and administrative perspective. Students conduct analyses of the impact of environmental forces, including state and federal legislation, on HRM. Emphasis is placed on the key role of employees as drivers of organizational performance, workforce planning/recruitment, and employee retention. Current issues in HRM are examined through case studies and analyses of real world examples.

Prerequisite: HCM 600 and HCM 605.

HCM 635 - Innovative Leadership & Management (3 credits)

Examines all aspects of leadership, including characteristics of leaders, leadership behaviors and styles, leadership ethics and social responsibility, teamwork, communication and conflict, and creativity and innovation. Students will develop skills, research findings, and evaluate cases relating to leadership theory and practice.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, and HCM 652. Cross-Listed as: BTM 635.

HCM 640 - Teamwork in Healthcare Settings (3 credits)

Examines teamwork and the unique challenges of collaborating across disciplines. This course focuses on overcoming barriers to teamwork in healthcare settings and developing conflict management and team building skills using case studies and real-world examples.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652.

HCM 642 - Healthcare Project Planning and Management (3 credits)

Introduces a step-by-step approach to developing, implementing, and evaluating a project plan in healthcare settings. This course examines community needs assessments, project and program planning, organizing, leading, controlling and monitoring using pre- and post-test data, quantitative and qualitative data to assess program quality, fidelity and outcomes. Students will review relevant evidence to support a best practice intervention, and outline process dynamics, including outcomes management and evaluation strategies.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, and HCM 652.

HCM 644 - Project Management (3 credits)

Provides students with the genesis of project management and its importance to improving the success of information technology projects. Topics addressed include the triple constraint of project management, project management knowledge areas and process groups, the project life cycle, project selection methods, work breakdown structures, network diagrams and critical path analysis, cost estimates, earned value analysis, risk analysis, motivation theory, and team building. Project management soft-ware will be utilized to plan and manage information technology projects.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652. Cross-Listed as: BTM 644.

HCM 646 - Project Management Accounting (3 credits)

Integrates material from previous coursework with a systematic approach to healthcare project management accounting, utilizing case

studies and professional applications. This course examines project planning, organizing, leading, controlling and monitoring from a financial perspective.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652.

HCM 650 - Organizational Behavior in Healthcare (3 credits)

Explores organizational theories, motivation, and leadership behaviors in healthcare settings. Students will learn about effective decision making in groups, influencing others, and the importance of organizational values and diversity. Student activities will include developing effective organizational strategies in addressing organizational issues.

Prerequisite: HCM 600 and HCM 605. Cross-Listed as: NURS 650.

HCM 652 - Health Care Finance: Challenges (3 credits)

Explores the economics of health care from both the health system perspective and the point of care. Budget management, cost-benefit analyses, cost containment strategies, and management of fiscal and human resources will be explored.

Prerequisite: HCM 600 and HCM 605. Cross-Listed as: NURS 652.

HCM 660 - Planning for Evidence-Based Practice (3 credits)

Enables students to make a case for nursing practice decisions based on research studies and data. Students will learn to evaluate and apply evidence-based practice to health care as it relates to leadership and management functions. Evidence-based practice is defined as a problem-solving approach to decision-making that involves the conscientious use of the best available evidence, along with one's own expertise, to improve outcomes for individuals, group, communities, and systems.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650 and HCM 652. Cross-Listed as: NURS 660.

HCM 662 - Quality Management in Health Care (3 credits)

Focuses on health care systems improvement to enhance quality of patient outcomes, create a patient-centered culture of safety, and reduce risk. This course emphasizes statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660. Cross-Listed as: NURS 662.

HCM 665 - Patient Satisfaction and Quality Improvement (3 credits)

Examines the techniques for determining customer needs and for developing the criteria to evaluate the quality of strategies used to enhance customer service. The course presents current methods for obtaining customer satisfaction, including the use of complaint data to explore opportunities for improvement. The course emphasizes data gathering and interpretation, including interviewing techniques and complaint resolution management. The course uses real-world examples and case studies.

Prerequisite: None. Corequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660.

HCM 667 - Customer Relationship Management (E-CRM) (3 credits)

Understands the importance of CRM in safeguarding the firm's customer base and future revenue growth, especially in those industries characterized by high levels of competition. In accessing and analyzing customer data, businesses are better able to provide products and services more closely tailored to customers' needs and thereby strengthen relationships. Students evaluate the various methods of extracting customer data, particularly from web sites, and learn how the data is analyzed, segmented and scored in the production of meaningful management reports and marketing campaigns.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660. Cross-Listed as: BTM 667.

HCM 669 - Patient Advocacy for Healthcare Quality (3 credits)

Explores the origins of patient advocacy in the US healthcare system and the interconnected roles of patients, physicians, nurses, administrators, policy makers, and lawyers. Using an ecological approach, the course emphasizes the findings from the patient safety movement and the importance of effective communication, accountability and respectful teamwork. The course uses real world examples and case studies.

Prerequisite: HCM 600, HCM 605, HCM 612, HCM 620, HCM 557, HCM 650, HCM 652 and HCM 660.

HCM 700 - Internship in Healthcare Management (3 credits)

Integrates and applies healthcare leadership competencies to professional experiences in healthcare organizations. Students participate in creation of unique products, services, or processes. Students must demonstrate effective teamwork, written, verbal, and interpersonal proficiencies.

Prerequisite: A grade of "B" or better in HCM 600 and HCM 605 and by permission of the MS in Healthcare Management Program Coordinator.

LTED- Literacy Education Courses

LTED 603 - Foundations of Literacy (3 credits)

Examines the foundational theories and evidence-based practices of reading, writing and communication processes with emphasis on the development of holistic and integrated 21st century classroom literacy programs. This course considers the developmental progression of learners as readers, writers, and communicators of knowledge. Students connect and integrate reading, writing, and communication instructional strategies to meet the needs and interests of K-12 literacy learners across disciplines.

LTED 611 - Literacy Assessment (3 credits)

This course is under development.

LTED 621 - Culturally Responsive Literacy (3 credits)

This course is under development.

LTED 623 - Digital Literacy and Media (3 credits)

This course is under development.

LTED 701 - Literacy Capstone (3 credits)

This course is under development.

NURS-Graduate Nursing Courses

NURS 515 - Concepts of Nursing Informatics (3 credits)

Draws from computer science, information science, cognitive and decision sciences, and nursing science. This course provides students with an

overview of informatics and the theoretical foundation for information management within the health care setting.

Prerequisite: None.

NURS 520 - Quantitative Methods in Nursing Research (3 credits)

Focuses on the application of quantitative research designs. Practice and management questions are discussed and quantitative research strategies are developed to produce data and to examine the results of nursing research.

Prerequisite: NURS 515.

NURS 530 - Qualitative Inquiry in Nursing (3 credits)

Examines the conceptual issues of qualitative inquiry and introduces the student to grounded theory, phenomenology, ethnography, and historical research. Connections between current issues in practice and management and qualitative research strategies will be explored. Students will conduct interviews and write narratives that reflect their understanding of nursing knowledge.

Prerequisite: NURS 515.

NURS 547 - Global Health Care Perspectives (3 credits)

Provides an intensive overview of global health issues. This course focuses on global determinates of health, global health policies, global health research methods, effects of economics on global healthcare, complementary and alternative medicine, and organizations working in the field of global health. Students will consider the impact of global health issues such as infectious diseases, chronic diseases, cancer, violence, nutrition, mental health and environmental health. Topics covered include the special issues of reproduction, infants, and children.

Prerequisite: NURS 520 and NURS 530.

NURS 557 - Project and Resource Management (3 credits)

Provides students with the essential principles and tools of project management and an understanding of the human, organizational, and fiscal factors involved. Students will study issues and acquire skills related to personnel selection, managing an increasingly diverse workforce, project definition, budgeting, quality, and outcomes. The role of strategic planning in healthcare organizations will be explored.

Prerequisite: NURS 520 and NURS 530. Cross-Listed as: HCM 557.

NURS 600 - Managerial Epidemiology and Statistics (3 credits)

Examines epidemiology concepts and tools as they are used in developing models for health, health service utilization, and health policy. Students will learn to distinguish among the types of epidemiological research (descriptive, analytical, and experimental) and will analyze epidemiological literature and discuss the pros and cons of different research methods. Analysis of epidemiological data using appropriate methods and statistical measures utilized in epidemiological studies are required to design and conduct a needs assessment for a given population, identifying healthcare gaps and disparities. Case studies and real world examples will be used to reinforce need for population-based approach to design and delivery of healthcare services.

Prerequisite: None. Cross-Listed as: HCM 600.

NURS 610 - Advanced Pathophysiology and Pharmacology (3 credits)

Provides students with advanced content on pathophysiology and pharmacology necessary for evidence-based practice in a hospital, academic, or community setting. Structural and functional changes in cells, tissues, and organ systems associated with selected diseases will be analyzed. Pharmacology treatment, patient implications, and nursing considerations will be incorporated with each system. Pathogenesis of disease will be related to principles of health promotions, disease prevention and pharmacology.

Prerequisite: NURS 547 and NURS 557.

NURS 615 - Advanced Health Assessment (3 credits)

Provides advanced content in the area of health assessment across the lifespan required for evidence-based practice in hospital, academic, or community settings. This course will build on previously learned skills and knowledge from baccalaureate education and nursing practice experience. The students will develop the advanced skills needed to obtain, conduct, and teach others how to complete a comprehensive health history and physical assessment. This course includes a hands-on experience

to assess application of course content.

Prerequisite: NURS 610.

NURS 632 - Curriculum Design and Innovation (3 credits)

Applies various perspectives and theories on educational design. Curriculum design and implementation will be emphasized for staff development education, as well as associate and baccalaureate levels of education. This course discusses the influence of accreditation and regulatory standards on curriculum and the implementation of innovation in nursing education.

Prerequisite: NURS 635.

NURS 635 - Teaching and Learning Strategies/Evaluation (3 credits)

Focuses on teaching methods and strategies along with assessment techniques for classroom and clinical settings. The student will apply principles of adult learning and new developments in nursing education. Participation in the construction of grading criteria, examinations, and clinical experience allow the student to integrate teaching methods and assessment/evaluation skills.

Prerequisite: NURS 615.

NURS 642 - Instructional Media in Education (3 credits)

Analyzes the selection and implementation of a variety of instructional media and new developments in the field of nursing education. This course focuses on the use of simulations, online delivery, and other innovations to promote learning of theory and clinical content in nursing education settings.

Prerequisite: NURS 615.

NURS 650 - Organizational Behavior in Healthcare (3 credits)

Explores organizational theories, motivation, and leadership behaviors in healthcare settings. Students will learn about effective decision making in groups, influencing others, and the importance of organizational values and diversity. Student activities will include developing effective organizational strategies in addressing organizational issues.

Prerequisite: NURS 547 and NURS 557.
Cross-Listed as: HCM 650.

NURS 652 - Health Care Finance: Challenges (3 credits)

Explores the economics of health care from both the health system

perspective and the point of care. Budget management, cost-benefit analyses, cost containment strategies, and management of fiscal and human resources will be explored.

Prerequisite: NURS 547 and NURS 557.
Cross-Listed as: HCM 652.

NURS 660 - Planning for Evidence-Based Practice (3 credits)

Enables students to make a case for nursing practice decisions based on research studies and data. Students will learn to evaluate and apply evidence-based practice to health care as it relates to leadership and management functions. Evidence-based practice is defined as a problem-solving approach to decision-making that involves the conscientious use of the best available evidence, along with one's own expertise, to improve outcomes for individuals, group, communities, and systems.

Prerequisite: NURS 650 and NURS 652.
Cross-Listed as: HCM 660.

NURS 662 - Quality Management in Health Care (3 credits)

Focuses on health care systems improvement to enhance quality of patient outcomes, create a patient-centered culture of safety, and reduce risk. The course will emphasize statistical process control methods, regulatory and accreditation standards, and barriers to and strategies for quality improvement.

Prerequisite: NURS 650 and NURS 652.
Cross-Listed as: HCM 662.

NURS 670 - Communication and Conflict Resolution (3 credits)

Explores therapeutic communication, cultural competence, and conflict resolution as integral to the multiple relationships within population-based care management roles. Theoretical models and assessment tools, including health literacy, will be utilized to examine the diversity of cultural beliefs, values, and practices that impact the health of individuals, families, and communities. Students will learn collaborative communication strategies focused on inter-professional negotiation within agencies, communities, and systems. Clinical, legal, and ethical concerns related to health care disparities will be discussed.

Prerequisite: NURS 547 and NURS 557.

NURS 672 - Population-Based Care: Vulnerable Populations (3 credits)

Examines coordination of care for vulnerable populations including risk reduction and infection control, health education, nutrition, population health, environmental concerns, emergency management/preparedness, and chronic disease and disability, both psychosocial and physical. Quality, safety, and the economic impact of providing cost-effective care will be discussed using decision science and predictive analysis.

Prerequisite: NURS 670.

NURS 674 - Professional/Legal Issues in Population-Based Care (3 credits)

Explores the legal and economic aspects of coordination of care. This course focuses on reimbursement and financing of health care, and insurance requirements. Content also includes analysis of the American Nurses Association (ANA) standards and scope of practice for relevant disciplines (such as school nurses and case managers), the ANA Code of Ethics, and federal and state laws governing child abuse and neglect, minor consent for health services, and communicable disease reporting.

Prerequisite: None.

NURS 740 - Nursing Education Capstone (6 credits)

Designed to provide an opportunity for students in the education concentration to apply education concepts in a selected higher education or health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse educator and develop a professional portfolio. This course emphasizes: analysis and evaluation of concepts of teaching and learning; demonstration of competencies needed to deliver content effectively; assessment and evaluation of student and program outcomes; participation in curriculum planning and development and analysis of regulatory, ethical, legal and accreditation issues. The course includes an on campus residency requirement.

Prerequisite: NURS 632 and NURS 642.

NURS 750 - Nursing Leadership/Management Capstone (6 credits)

Designed to provide an opportunity for students in the

leadership/management concentration to apply leadership/management concepts in a selected health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse leader/manager and develop a professional portfolio. This course emphasizes: analysis and evaluation of concepts of organizational culture; demonstration of competencies needed to effect change in organizations; evaluation of organizational outcomes; participation in strategic planning and goal setting; analysis of allocation of human and financial resources; and analysis of regulatory, ethical, and legal issues in the practice setting. The course includes an on campus residency requirement.

Prerequisite: NURS 660 and NURS 662.

NURS 760 - Population-Based Care Coordination Capstone (6 credits)

Provides an opportunity for students in the Population-Based Care Coordination concentration to apply population health and care coordination concepts in a selected health care delivery environment during a 135 hour practicum experience. Students will complete a capstone project relevant to the role of the nurse working in a population-based care coordination position. This course emphasizes: analyzing concepts of population health and care coordination; demonstrating competencies needed to coordinate care in healthcare settings effectively; evaluating patient-focused and organizational outcomes; and examining the impact of regulatory, ethical, and legal issues in the practice setting. The course includes an on-campus residency requirement.

Prerequisite: None.

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M.A., Ph.D., University of California, Los
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Administrative Assistant/Receptionist

Sara Ballesteros (2009)

Administrative Coordinator

A.A., Anne Arundel Community
College;

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Julie A. Bressler (2001)

Reception Office Manager

Tiffany Coyle (2014)

Administrative Assistant/Receptionist

B.A., Salisbury University

Sue B. Kenney (2008)

Vice President and Chief of Staff

B.S., Towson University;

M.L.A., The Johns Hopkins University

Christie Sleeth (2008)

Administrative Assistant/Receptionist

A.A., Community College of Baltimore
County

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Special Assistant

B.A., Dartmouth College

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A.A., Community College of Baltimore
County

Administrative Assistant

Academic Affairs

Susan T. Gorman (1991)

*Executive Vice President, Academic
Affairs and Provost*

B.A., Kenyon College;

Ph.D., The Johns Hopkins University

Cheryl VanRensselaer (2012)

*Assistant to the Executive Vice
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B.S., Russell Sage College

Bridget H. Brennan (2015)

*Assistant Vice President, Academic
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B.A., University of Maryland;

M.A., Ph.D., Catholic University

Kathleen L. Lageman (1983)

*Administrative Coordinator, Academic
Affairs*

A.A., Villa Julie College

Academic Integrity

Theresa Gillis (2014)

Academic Integrity Officer

B.B.A., James Madison University

Career Services

Shira Concool (2015)

Assistant Director

B.A., Yale University;

M.A., New York University

Jacqueline D. Goetz (2015)

Coordinator, Events & Marketing

B.A., McDaniel College

Constance Harrington (2015)

*Industry & Career Specialist, Graduate
and Professional School*

B.A., McDaniel College

Jennifer Marin Jericho (2014)

*Industry Specialist, School of Design,
Career Services*

B.A., University of Maryland, College
Park;

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B.S., University of Maryland College
Park

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Employment Coordinator

B.A., Towson University

Matthew D. Seiler (2017)

Coordinator, Events and Marketing

B.S., Stevenson University

Hugh Taylor (2013)

Manager, Technology

A.A., Howard Community College;

B.S., Capitol College

Jennifer Wheeler (2013)

Experiential Learning Coordinator

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Senior Systems Administrator

Kelly Bean (2014)

Administrative Assistant

M.A.T., Notre Dame of Maryland
University

Kathleen Barthol (2013)
Senior Programmer/Analyst
 A.A., B.S., Stevenson University

Jennifer Brechin (2006)
Senior Programmer Analyst
 B.A., Christendom College

Courtney Burkett (2013)
Helpdesk Administrator
 B.S., Stevenson University

Jeffrey Buss (2015)
Specialist, Technology Support
 A.A., Carroll Community College;
 B.S., M.S., Stevenson University

Raymond A. Cardillo (2007)
Director, Technical Services
 B.A., LaSalle University

Colin David (2015)
Systems Administrator
 B.A., Stevenson University

Bryan Goetz (2006)
Senior Technology Support Specialist
 B.S., Stevenson University

Robert J. Hutter (2004)
Director, Network and Infrastructure
 B.S., Stevenson University

Christian Kilinski (2012)
Senior Network Engineer
 B.S., Stevenson University

Benjamin Koger (2013)
Senior Programmer Analyst
 B.A., Lynchburg College;
 M.S., Loyola University Maryland

Michael P. McGonigle (1996)
Director, Desktop Technology

Linda L. Monk (1980)
Senior Education Technologist
 B.S., University of Maryland, College Park

Alhakam "Hakim" Mourad (2010)
Director, Administrative Applications
 B.S., Nova Southeastern University;
 M.S., University of Maryland University College

Stacy J. Reinsel (2007)
Senior Programmer/Analyst
 B.A., Grove City College

Jeremy Schatten (2014)
Systems Administrator
 B.A., Goucher College

Joshua Schermer (2011)
Senior Tech Support Specialist
 B.A., University of Maryland, College Park

Patrick Scott (2008)
Network Engineer
 B.S., University of Maryland, Baltimore County

Ross A. Shaffer (2015)
Systems Administrator
 B.A., Goucher College

Natalya Vaiman (2016)
 B.S., Loyola University Maryland;
 M.S., Towson University

Martin "Dave" Wells (2011)
Database Administrator

Institutional Research and Assessment

Gloria Jones (2015)
Administrative Assistant

Natasha A. Miller (2014)
Director, Assessment
 B.S., Brooklyn College;
 M.S., Ph.D., Pennsylvania State University

Bonnie Thomas (2013)
Director, Institutional Research
 B.S., University of Scranton;
 M.A., Ph.D., Marywood University

Library

Susan H. Bonsteel (1998)
Director, Library Services
 B.A., M.L.S., University of Maryland, College Park

Elizabeth Fields (2016)
Librarian, Research and Instruction
 B.A., Goucher College;
 M.L.S., University of Pittsburgh

Robin A. Findeisen (1996)
Systems Librarian
 A.A., Catonsville Community College;
 B.S., University of Maryland, Baltimore County

Sara Godbee (2008)
Librarian, Brown School of Business and Leadership and Adjunct Instructor, Business Administration
 B.A., College of Charleston;
 B.S., University of South Carolina;
 M.L.S., University of Maryland, College Park

Christina J. Hipsley (2000)
Serials Librarian/Cataloger
 B.A., University of Maryland;
 M.L.S., University of Maryland, College Park

Glenn Johnston (2007)
Chair, Humanities and Public History, Assistant Professor, History and Archivist
 B.A., St. Lawrence University;
 M.A., State University of New York, Buffalo;
 M.Ed., Niagara University;
 Ph.D., University of North Texas

Donald Osborn (2016)
Librarian, Discovery Services
 B.S., Frostburg State University;
 M.S., Drexel University

Virginia J. Polley (2002)
Librarian-IL & Public Services
 B.A., St. Olaf College;
 M.L.S., Brigham Young University

Bria Sinnott (2016)
Library Assistant
 B.S., Towson University

Shannon M. Williams (2000)

Technical Service and Collection Development Librarian
 B.A., George Mason University;
 A.M. (L.S.), University of Chicago

Off-Campus and International Study

Rebecca H. Pisano (2015)
Associate Dean, Office of International and Off Campus Study
 B.A., Miami University
 M.A., George Washington University
 Ph.D., University of California - Los Angeles

Service-Learning

Christine E. Moran (2014)
Dean, Student Success; and Professor, Education
 B.A., M.A., LaSalle University
 Ph.D., Temple University

Sponsored Programs and Research

Mary "Diane" Payne (1998)
Assistant Vice President, Research and Academic Operations
 B.S., Brescia College;
 M.S., University of Cincinnati

James R. Rose (2014)
Grants Administrator, Office of Sponsored Programs and Research
 B.A. Hood College
 M.B.A., Loyola University

Rebecca Van Horn (2008)
Assistant Director, Office of Sponsored Programs and Research
 B.A., University of Maryland, Baltimore County

Student Success

Christine E. Moran (2014)
Dean, Student Success and Professor, Education
 B.A., M.A., LaSalle University
 Ph.D., Temple University

Deborah J. Blake (1991)
Office Manager

Heidi Adams (2016)
Nursing Tutor II
 B.A., University of Maryland Baltimore County
 B.S., M.S., Stevenson University

Emma Coomes (2015)
Student Success Coach
 B.S., Bowling Green State University;
 M.A., Slippery Rock University

Erika K. Dumke (2016)
Director, Academic and Health Careers Advising
 B.A., University of Massachusetts Lowell;
 M.E., Virginia Commonwealth University

Philip Gillett (2015)

Manager, Academic Link
B.A., Elmira College;
M.S.Ed., Le Moyne College

Tasha G. Gooden (2015)
Director, Student Success
B.S., M.S., California State University

Terra Hall (2013)
Director, Student Support
B.S., Howard University;
M.S.Ed., University of Pennsylvania

Carrie Holzmeister (2015)
Student Success Coach
B.A., University of Delaware;
M.A., University of Northern Colorado

Frances Jackson (2016)
Student Success Coach
B.S., Towson University;
M.E., Loyola University Maryland

Lindsey R. Jones (2017)
Professional Tutor, Academic Link
B.S., Juniata College
M.Ed., University of Maryland, College Park

Kevin Knudsen (2015)
Manager, Academic Link
B.A., M.Ed., Salisbury University

Terri Massie-Burrell (2017)
Director, Disability Services
B.A., Howard University;
M.A., The Johns Hopkins University;
Ph.D., University of Maryland

Wendy Stevenson (2016)
Student Success Coach
B.A., University of Maryland Baltimore County;
Ph.D., University of Maryland Baltimore County

Registrar

Susan "Tracy" Bolt (1996)
Registrar
B.A., Clemson University

Pamela J. Daniels (2008)
Assistant Registrar, Graduation
B.S., Towson University

Erica M. Gryctz (2002)
Associate Registrar
B.S., Stevenson University

Lauren Jones-Lush (2014)
Assistant Registrar, Academic Planning
B.A., Wesleyan University;
Ph.D., University of Maryland, Baltimore

Sarah Krieger (2012)
Assistant Registrar, VA Programs
B.S., Towson University

Judy K. Mancini (2000)
Associate Registrar, Transfer Evaluation
B.S., Towson University

Bernadette M. Parrish (2015)
Senior Student Records Specialist
B.A., Dickinson College
M.F.A., Johns Hopkins University

Calib P. Wininger (2017)
Student Records Specialist
B.G.S., Ball State University

Enrollment Management

Mark J. Hergan (1993)
Vice President, Enrollment Management
B.A., St. Mary's College of Maryland

Zakia Wright (2014)
Assistant to the Vice President, Enrollment Management

Admissions

Andrew Boyer (2016)
Admissions Counselor
B.S., Stevenson University

Geraldine Cantor (2016)
Admissions Counselor, Admissions
B.A., Coastal Carolina University

William Copenhaver (2016)
Assistant Director, Transfer Admissions
B.A., University of Hawaii

Oswald N. David (2017)
Admissions Counselor
B.A., M.A., William Paterson University of New Jersey

Katelynn Defiore (2016)
Transfer Admissions Assistant
B.S., Stevenson University

Deborah Donatelli (2009)
Admissions Assistant
A.A., Community College of Baltimore County

Kelly M. Farmer (2002)
Assistant Vice President, Admissions
B.A., M.A., University of Maryland, College Park

Elizabeth S. Fitzgerald (2006)
Associate Director, Freshman Admissions
B.S., King's College

Katie Harding (2012)
Assistant Director, Freshman Admissions
B.A., Randolph-Macon College

Molly Hayeslip (2014)
Guest Experience Coordinator
B.A., University of Delaware

Michelle E. Illar (2014)
Assistant Director, Admissions
B.A., Elon University

Kelly Jerzyk (2011)
Assistant Director, Admissions
B.A., Western New England College

Jessica F. Kozera (1984)
Director, Transfer Admissions
B.S., Daemen College;
M.B.A., Virginia Commonwealth University

Alesha Leonard (2016)
Transfer Admissions Assistant
B.S., Frostburg University

Christian Manning (2016)

Admissions Counselor, Transfer Admissions
B.S., Stevenson University

Carol A. McDaniel (1988)
Director, Campus Visits
B.A., University of Maryland, Baltimore County

Silvana Moreland (2009)
Senior Admissions Assistant

Olufunmilayo "Nola" Olumide (2009)
Assistant Director, Research and Technology
B.S., Pensacola Christian College;
M.B.A., Loyola University Maryland

Jacob Quimby (2013)
Communications Specialist
B.S., Stevenson University

Susan T. Rubino (1989)
Director, Enrollment Operations
A.A., Essex Community College

Glenn "Marty" Schmidt (2010)
Assistant Director, Freshman Admissions
B.A., University of Maryland, Baltimore County

Morgan M. Somerville (2006)
Director, Student Engagement
B.S.W., James Madison University;
M.S., Stevenson University

Lindsay C. Thompson (2006)
Associate Director, Communications
B.S., Stevenson University

Mary K. Whitener (2003)
Assistant Director, Processing

Nancy C. Wolfe (2004)
Senior Admissions Assistant

Financial Aid

Barbara Miller (2010)
Assistant Vice President, Financial Aid
A.A., Essex Community College;
B.S., University of Maryland, College Park;
M.A.S., The Johns Hopkins University

Suzanne Behr (2014)
Financial Aid Assistant
B.S., Rowan University;
M.A., Towson University

Deborah L. Brown (1991)
Senior Associate Director

Jamie Cardillo (2011)
Assistant Director
B.A., LaSalle University

Sabrina Carlton (2014)
Customer Service Representative

Melissa Figgs (2016)
Financial Aid Counselor
B.A., Salisbury University

Peter "Toby" Hoblitzell (2011)
Associate Director, Systems
B.A., Hampden-Sydney College

Barbara Justice (2012)
Customer Service Representative

Jessica Long (2015)
Financial Aid Assistant
 B.A., University of Maryland, Baltimore

Melanie Mason (2017)
Associate Director
 B.S., University of North Carolina;
 M.S., M.B.A., University of Maryland

Lerlene McAllister (2011)
Assistant Director
 A.A., Baltimore City Community
 College;
 B.S., Coppin State University

Richard Morrell (2011)
Financial Aid Assistant
 B.A., University of South Carolina;
 M.S., M.S., Morgan State University

Bereni Oriaku (2017)
Customer Service Representative
 B.S., Frostburg State University

Taneka Satterfield (2015)
Customer Service Representative

Wanda Smith (2010)
Assistant Director
 B.S., M.S., Morgan State University

Student Accounts

Liesl Flanagan (2011)
*Assistant Vice President, Student
 Accounts*
 B.S., M.B.A., Indiana Wesleyan
 University

Rhonda Arnold (2011)
Student Accounts Specialist

Vanessa Duchman (2015)
Assistant Director
 B.S., Bloomsburg University of
 Pennsylvania;
 M.B.A., Loyola University of Maryland

Christina Dutcher (2011)
Associate Director
 B.S., Towson University

Marcia D. German (2017)
Student Accounts Representative
 B.S., Penn State University

Mary Heid (2006)
Accounts Receivable Analyst

Financial Affairs

Timothy M. Campbell (1998)
*Executive Vice President, Financial
 Affairs and Chief Financial Officer*
 B.B.A., Temple University

Mary Lou Bell (1997)
Administrative Assistant

Athletics

Brett C. Adams (1994)
Director
 B.S., York College of Pennsylvania

Frances A. Fidler (1996)
Office Manager

A.A., Community College of Baltimore
 County

Melissa M. Button (2013)
Assistant to the Director, Athletics
 B.B.A., University Alaska Anchorage

Larry D. Alvis (2017)
Assistant Coach, Softball
 B.A., University of Maryland, Baltimore
 County

Jessica L. Arminio (2017)
*Assistant Coach, Competitive
 Cheerleading*
 B.S., Stevenson University

Clayton Beard (2010)
Assistant Head Coach, Football
 B.S., Shepherd University;
 M.Ed., Clarion University of
 Pennsylvania

David Berdan (2014)
Head Coach, Cross Country
 B.S., Elizabethtown College

Aldis Berzins (2016)
Head Coach, Men's Volleyball
 B.S., Ohio State University;
 M.S., San Diego State University

Jacquelyn Boswell (2011)
*Assistant Athletic Director and Head
 Coach, Women's Basketball*
 B.A., Virginia Wesleyan College

Caroline Brehm (2016)
Assistant Coach, Softball
 B.S., McDaniel College

LuAyne J. Brown (2017)
Head Coach, Club Field Hockey

Matthew Bruneteau (2016)
Assistant Coach, Men's Ice Hockey
 B.S., Lake Superior State University

Erick Camodeca (2014)
Head Coach, Track and Field
 B.A., Goucher College

Paul Cantabene (2004)
*Associate Director, Athletics and
 Recruiting Coordinator, Head Coach
 Men's Lacrosse*
 B.S., Loyola College in Maryland

Evan Clifton (2015)
Head Coach, Tennis
 B.A., Salisbury University

Julia Culotta (2016)
Head Coach, Women's Softball
 B.A., University of Maryland, Baltimore
 County

Dominick Dawes (2015)
Head Coach, Men's Ice Hockey
 B.S., Norwich University;
 M.S., Neumann University

Lauren Epstein (2015)
Head Coach, Dance
 B.S., West Virginia University

Roger Erricker (2016)
Assistant Coach, Track and Field
 B.S., Frostburg State University

Wendy Fabriziani (2015)
Athletic Trainer
 B.S., Salisbury University

Keri Foreman (2013)
Associate Athletic Trainer
 B.S., Alfred University

Robert Gallet (2016)
Assistant Club Coach, Baseball
 B.A., Bridgewater College

Dean Gamber (2015)
Equipment Manager

Michael Gohlinghorst (2011)
Assistant Athletic Director
 A.A., Harford Community College;
 B.S., Stevenson University

Matthew Grimm (2012)
Director, Campus Recreation
 B.S., Virginia Polytechnic Institute and
 State University;
 M.A., The Ohio State University

Jaime Harris (2012)
Associate Athletic Trainer
 B.S., Elon University;
 M.S., McDaniel College

Ariella E. Hopp (2017)
Assistant Coach, Field Hockey
 B.S., Stevenson University

Edward Hottle, Jr. (2009)
Head Coach, Football
 B.S., M.Ed., Frostburg University

Tyrell Howard-Franklin (2015)
Assistant Coach, Women's Basketball
 B.S., Stevenson University

Arthur Jackson, Jr. (2016)
Assistant Coach, Tennis
 B.A., Salisbury University

Dustin Johnson (2010)
Assistant Coach, Football
 B.S., Salisbury University

Tracy Johnson (2013)
Head Coach, Women's Ice Hockey
 B.S., Boston College

Keith Kahan (2016)
Head Coach, Women's Club Basketball
 B.S., Excelsior College

Kelsey King (2015)
Head Coach, Dance

Jocelyn Kleiber (2016)
Assistant Coach, Women's Ice Hockey
 B.S., Niagara University;
 M.S., Robert Morris University

Heather Kohlbus (2015)
Athletic Trainer
 B.S., East Stroudsburg University of
 Pennsylvania

Gabriel Kuhn (2016)
Assistant Coach, Men's Soccer

Ryan Larsen (2015)
Assistant Coach, Football

B.A., Claremont McKenna College;
M.S., Indiana University - Bloomington

Craig Leduc (2015)
Assistant Director, Campus Recreation
B.S., Florida State University;
M.B.A., University of Massachusetts-
Lowell

Laurel Martin (2011)
Head Coach, Field Hockey
B.A., University of North Carolina at
Chapel Hill

Mary Clare "MC" McFadden (1996)
Athletic Administrative Coordinator
B.A., University of Richmond

Kaitlin McGahagan (2015)
Athletic Trainer
B.S., Salisbury University

Stefanie E. Meyerson-Beard (1999)
Associate Athletic Trainer
B.S., University of Charleston

Graeme R. Millar (2006)
*Associate Athletic Director and Head
Coach, Women's Soccer*
B.A., Richard Stockton College of New
Jersey

Samantha Murray (2015)
*Assistant Athletic Communication
Director*
B.S., M.S., Stevenson University

Jonathon R. Neely (2017)
Club Coach, eSports
B.S. Towson University

Thomas O'Brien (2016)
Assistant Coach, Men's Soccer
B.S., Towson University;
M.S., Stevenson University;
M.B.A., University of Baltimore

Kenneth L. Pierce (2017)
Head Coach, Women's Club Volleyball
B.S., West Virginia University

John Plevyak (2008)
*Director, Recruiting/J.V. Programs and
Head Coach, Men's Soccer*
B.S., University of Baltimore

Catherine Puls (2014)
Assistant Coach, Women's Basketball
B.S., University of Maryland, College
Park

George "Tim" Puls (2010)
*Assistant Coach, Lacrosse and Adjunct
Instructor, Physical Education*
B.A., University of Maryland, Baltimore
County

Michael Query (2015)
*Coordinator, Strength and
Conditioning*
B.S., Virginia Polytechnic Institute State
University;
M.S., Appalachian State University

Kathleen A. Railey (2005)
*Associate Director SWA and Head
Coach, Women's Lacrosse*
B.A., Gettysburg College;
M.L.A., McDaniel College

Chris A. Ramer (1997)
*Head Coach, Golf and Adjunct
Instructor, Physical Education*
B.A., M.Ed., Towson University

Gregory Royce (2015)
Associate Athletic Director
B.S., New Hampshire College

Philip "Tom" Russ (2005)
Athletic Field Manager

Lindsay Schruhl (2015)
Athletic Trainer
B.S., West Chester University of
Pennsylvania

Angela Shea (2106)
Assistant Coach, Men's Track and Field
B.S., Bucknell University;
M.A., McDaniel College;
M.A., Notre Dame of Maryland
University

Jeffrey Smith (2013)
*Assistant Coach, Men's Basketball;
Assistant Coach, Golf*
B.A., McDaniel College

Rachel Smith (2016)
*Head Coach, Competitive
Cheerleading*
B.S., Stevenson University

Jacob J. Spalik (2017)
Assistant Coach, Football
B.S., M.S., College at Brockport

Chelsea L. Stewart (2017)
Assistant Coach, Dance Team
B.S., Stevenson University

Gary Stewart (2011)
*Assistant Athletic Director and Head
Coach, Men's Basketball*
B.S., M.Ed., University of La Verne

John Stuhltrager (2014)
Head Coach, Swimming
B.A., Bloomsburg University of
Pennsylvania

Dallas Subock (2016)
Assistant Field Technician

Nelson Todd (2015)
Assistant Coach, Football
B.S., West Virginia University

Alexander Tosi (2016)
Assistant Coach, Football
B.S., West Chester University of
Pennsylvania

Conor Trainor (2015)
Assistant Athletic Trainer
B.S., Towson University

David Trumbo (2007)
Head Coach, Women's Volleyball

Joseph Wamba (2015)
Producer, Athletics Video
B.S., Stevenson University

Maurice Williams (2016)
Assistant Coach, Men's Basketball
B.S., Frostburg State University;
M.S., Ohio University

Michael "Scott" Zema (2012)

*Associate Athletic Director and Head
Trainer*
B.S., M.Ed., Slippery Rock University

Auxiliary Services

Leland Beitel (2009)
*Assistant Vice President, Facilities and
Campus Services*
B.S., B.S., University of Maryland,
College Park

Robert A. Reed (1998)
Director, Auxiliary Services

Conference Services

Lisa Labrecque (2014)
Manager
B.A., James Madison University

Joseph Bohrer (2012)
Assistant Manager
B.S., Frostburg State University

Samantha Cosenzo (2015)
Events Set-Up Coordinator
B.A., Loyola University

Facilities

Paul Bosse (1998)
*Maintenance Technician, Owings Mills
campus*

Michael J. Campbell, Jr. (2008)
*Director of Facilities, Greenspring
campus and Owings Mills North
campus*

Ronaldo Crisostomo (2011)
*Maintenance Technician - Boiler
Operator, Owings Mills campus*

Reginald Humphries (2014)
Alarm Specialist

Joseph Fisher (2016)
Maintenance Technician

Timothy Jackson (2015)
*Maintenance Technician, Owings Mills
campus*

Mike Jones (2009)
*Maintenance Technician, Greenspring
campus*

Steven Lucas (1996)
Key and Lock Technician

Thomas Macklin (2009)
*Maintenance Technician, Owings Mills
campus*

David Malinski (2007)
*Maintenance Technician - Team
Leader, Owings Mills campus*
A.A., Community College of Baltimore
County

Edwin Rivere (2015)
*Maintenance Technician, Owings Mills
campus*
B.S., Enverga University

Jonathan Sewell (2014)
*Maintenance Technician, Owings Mills
campus*

Daniel Varholý (2000)

*Senior Maintenance Technician-HVAC,
Owings Mills campus*
A.A., B.S., Stevenson University

Lawrence White (2014)
*Maintenance Technician, Owings Mills
campus*

Richard White (2005)
*Maintenance Technician, Greenspring
campus*

Foster C. Wilson IV (1994)
*Director of Facilities, Owings Mills
campus*

Walter Wilson (1998)
*Maintenance Technician - Journeyman
Electrician, Greenspring campus*

Mail Room and Materials Management

Raymond Smith (2015)
Manager

Terry B. Joseph (2017)
Mailroom Courier

Christopher J. Ogle, Jr. (2008)
Mailroom Clerk

Security

Mark Long (2016)
Director of Security
B.S., Johns Hopkins University

Gregory Cullison (2014)
Assistant Director

Lance Anderson (2012)
Security Officer
B.S., Pennsylvania State University

Albert Bright (2017)
Security Officer

Vincent Cerniglia (2007)
Supervisor
A.A., Community College of Baltimore;
B.S., University of Baltimore

Anthony DeFabbio (2013)
Security Officer

Luke Duncan (2016)
Security Officer

William Gardner (2013)
Security Officer

Herbert Gilliam (2016)
Shuttle Services Bus Driver

Timothy Hamlett (2014)
Security Officer

Harry Joyner (2012)
Supervisor

Wayne S. Keller (2017)
Security Officer

Dennis Klein (2001)
Transportation Supervisor
A.A., Essex Community College;
B.S., University of Baltimore;
M.S., The Johns Hopkins University

Gerald Krause, Jr. (2017)
Security Officer

Brent Lewis (2015)
Security Officer

Edward O'Donnell (2016)
Security Officer

Dana Robinson (2016)
Security Officer
B.A., University of Baltimore

Michael Savage (2016)
Security Officer

Jean P. Stockton (2015)
Security Officer

Michael Taber (2013)
Security Officer

Mark Williams (2016)
Security Officer

Jason Wurzbacher (2015)
Security Officer

University Store

LaShaun Calderone (2004)
Manager
B.S., Stevenson University

Andrew Bean (2011)
Senior Sales Associate
B.A., Shenandoah University

Shawnise Crawford (2002)
Sales Associate
B.S., Stevenson University

Giuseppina Hairsine (2011)
Sales Associate

Sylvia A. Schiaffino (2007)
Assistant Manager

Barbara Shreeve (2011)
Sales Associate

Business Office

Melanie M. Edmondson, CPA (1996)
*Associate Vice President,
Finance/Controller*
A.S., Lasell College;
B.S., Florida Institute of Technology

Jennifer Denning (2011)
Business Systems Analyst
B.S., Salisbury University;
M.B.A., Loyola University Maryland

Karen D. Greene (2006)
Payroll Specialist

Jeffrey Haugh (2011)
Senior Accountant
B.A., Lynchburg College

Paula Lewis (2015)
Specialist, Accounts Payable
B.S., University of Maryland, University
College

John Madro (2015)
Programmer/Analyst
M.S., M.S., Towson University

Virginia R. Perkins, CPA (2002)
Associate Controller
B.S., University of Baltimore

Joyce F. Sawyer (1995)
Director, Payroll Services

**Mary Elizabeth Schiller-Schwenke,
CPA** (2013)

Manager, Accounting
B.S., University of Delaware

Teresa Slutter (2016)
Specialist Accounts Payable

Human Resources

Pamela Barkett (2015)
Vice President, Human Resources
B.S., Towson University;
M.S., Johns Hopkins University

Antanett S. Harris (2013)
*Assistant to the Vice President, Human
Resources*
B.S., University of Baltimore

Latavia D. Alexander (2017)
*Director, Compliance/Deputy Title IX
Coordinator*
B.A., Temple University;
J.D., North Carolina Central University

Margaret G. Baldwin (2006)
Director, Talent Management
B.A., St. Mary's College, Indiana;
M.L.A., The Johns Hopkins University

Sharon Bloom (2013)
Fitness Instructor
B.A., University of Maryland, College
Park

Rosemary L. Donovan (1995)
Assistant Director, Talent Management
B.S., Towson University

Mary Furst, SPHR (2006)
Director, Compensation and Benefits
B.A., Temple University

Mark Golueke (2016)
Data Entry Specialist
B.S., Stevenson University

Jenna Holtzner (2015)
Compensation and Benefits Specialist
B.S., University of Connecticut;
M.S., Towson University

Chelsea Pehinec (2016)
*Specialist Employment, Human
Resources*
B.S., M.B.A., Mount Aloysius College;

Lorrie A. C. Rowland (1998)
Director, Employment and HRIS
B.S., Frostburg State University

Regina Webb (2016)
Human Resources Specialist, Wellness
B.S., University of Maryland;
M.A., University of Maryland, Baltimore
County

University Advancement

Stevenson W. Close, Jr. (2006)
*Vice President, University
Advancement*

B.S., Cornell University;
M.A., The Ohio State University

Carolyn A. Douglas (2006)

Assistant to the Vice President

- Logan Aguiniga** (2015)
Associate Director, Alumni Giving
B.A., Marietta College;
M.Ed., Kent State University
- Meghan S. Culbertson** (2014)
Assistant Vice President, University Advancement
B.A., Denison University;
M.A., Episcopal Divinity School;
M.Ph., Drew University
- Allison Humphries** (2015)
Assistant Director, Alumni Relations
B.S., Stevenson University
- Judi Jackson** (2009)
Manager, Donor Relations and Events
B.A., St. Mary's College of Maryland
- Katherine Meyers** (2014)
Assistant Director, Advancement Events
B.S., Stevenson University
- Heather Parr-Stewart Lang** (2014)
Development Associate
B.S., Towson University
- Derek Spahr** (2013)
Director, Corporate and Foundation Relations and Special Gifts
B.S., Millersville University of Pennsylvania
- Robert Turner** (2009)
Director, Advancement Services
B.S., Northeastern University
- Marlene Van Horn** (2010)
Assistant Director, Advancement Services
- Logan Wern** (2015)
Assistant Director, Alumni Giving
B.A., Marietta College;
M.Ed., Kent State University

Marketing and Digital Communications

- John Buettner** (2009)
Vice President, Marketing and Digital Communications
B.A., Washington College;
M.A., Villanova University
- Sherry Bithell** (2011)
Assistant Vice President, Publications
B.S., University of Florida
- William E. "Chip" Burkey** (2004)
Director, Visual Communications
A.A., Allegany Community College;
B.A., Frostburg State University
- Cierra B. Colon** (2017)
Assistant Director, Public Relations
B.S., Towson University
- Alison Cuomo** (2013)
Web Portal Administrator
B.A., University of Maryland, College Park

- Aaron S. Harris** (2011)
Director, Digital Broadcast Media
B.S., Towson University
- Nora Long** (2016)
Assistant Videographer/Editor
B.S., Stevenson University
- Atsuko Onozato** (2006)
Director, Visual Communications
B.S., University of the Arts;
M.S., Drexel University
- Ashley N. Reese** (2017)
Web Content Manager
B.A., Elizabethtown College
- Tiffany Reese** (2013)
Junior Graphic Designer
B.F.A., Rochester Institute of Technology
- Brandon M. Seidl** (2008)
Web Director
B.S., Villa Julie College
- Daniel Siebenhaar** (2016)
Videographer/Editor
B.A., University of Maryland Baltimore County

Student Affairs

- Claire E. Moore** (1982)
Vice President, Student Affairs
B.S., Stevenson University
- Maumi J. Cannell-Chatterton** (1995)
Assistant to the Vice President
- Jeff M. Kelly** (2005)
Associate Vice President and Dean of Students
B.S., University of Scranton;
M.S., Northeastern University;
Ed.D., Widener University
- Natalie Gillard** (2016)
Assistant Vice President, Multicultural Experience
B.A., Lasell College;
M.A., Lesley University
- Jeremy L. Munson** (2007)
Assistant Vice President, Student Affairs and Conduct
B.A., Waynesburg College

Residence Life

- Sarah Mansfield** (2011)
Assistant Vice President, Residence Life
B.A., Niagara University;
M.Ed., State University of New York, Oneonta
- Evan Huckfeldt** (2015)
Assistant Director, Housing Operations
B.S., M.Ed., Pennsylvania State University
- Bonnie McGahee** (2015)
Assistant Director, Residence Life
B.A., Gwynedd Mercy University;
M.S., University of Baltimore

- Emily Scharen** (2016)
Residence Director
B.A., Rowan University

Student Activities

- Daniel Schwartz** (2015)
Interim Director, Student Activities
B.A., Quinnipiac University;
M.A., Stony Brook University
- Jenna D'Onza** (2016)
Assistant Director
B.A., Nazareth College;
M.A., Canisius College
- Kathleen M. Wilt** (2000)
Administrative Coordinator
- Wellness Center**
- Linda S. Reymann, RN** (1992)
Assistant Vice President, Wellness Center
BSN, M.S., University of Maryland, Baltimore;
M.S., Ph.D., Loyola University Maryland
- Christina Giglioli** (2012)
Administrative Coordinator
B.S., Stevenson University;
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- Brenda Boggs** (2013)
Nurse Practitioner
B.S., University of Maryland, Baltimore County;
M.S., Bowie State University
- Salvatrice "Sally" Bonefas** (2013)
Psychologist/Clinical Director
B.S., Frostburg State University;
M.Ed., Loyola University Maryland;
Psy.D., Immaculata University
- Tammi D. Davis, M.D.** (2006)
University Physician
B.S., Temple University;
M.D., University of Pennsylvania
- Deborah Kidwell** (2013)
Professional Counselor
B.S., Salisbury University;
M.S., Loyola University Maryland
- Tahna Purnell** (2015)
Professional Counselor
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- Julie Sanz (2011)**
Assistant Director and Nurse Practitioner
BSN, The Catholic University of America;
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- Brian Siegel, M.D.** (2009)
Psychiatrist
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- Rachel Vannatta** (2013)
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B.A., Northwestern University;
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Emeriti

Kevin J. Manning

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Schools of the University

Beverly K. Fine School of the Sciences

Meredith C. Durmowicz (2002)
Dean, Beverly K. Fine School of the Sciences and Chair, Biological Sciences and Professor, Biology
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Melissa Craig (2008)
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Assistant Manager, Project Lead the Way
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Department of Mathematics and Physics

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Laboratory Services

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Brandon Smith (2015)
Laboratory Manager, Chemistry
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Brown School of Business and Leadership

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B.S., The Johns Hopkins University;
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D.B.A., The George Washington University

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Director, Nursing Advising and Retention
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School of Design

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Dean, School of Design and Professor, Design
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Assistant to the Dean

Bands

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Bands & Assistant Professor
Marching Band

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Assistant Director, Bands/Percussion; Marching Band

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Studio Manager
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Director, Cultural Programs and Exhibitions
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Department of Art and Visual Communication Design

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Department of Business Communication

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Program in Interdisciplinary Studies

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Program in Theatre

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Online Nursing*
BSN, M.S., University of Maryland;
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Karen E. Fuchs (2014)
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University Online*
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Marjorie Holmberg (2015)
Program Assistant
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Stephanie Leaf (2011)
*Assistant Director, Data Research and
Adjunct Instructor, Chemistry*
B.S., University of Baltimore;
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Cynthia Madden (2015)
Manager, Communications
B.S., Towson University

Amanda Millar (2011)
Senior Enrollment Counselor
B.S., M.S., Stevenson University

Anna Oliver (2016)
Enrollment Counselor
B.S., Towson University

Andreana Overton (2013)
Director, Business Development
B.A., Mount Holyoke College;
M.S., American University

Angela Reynolds (2007)
*Senior Director, Enrollment
Management*
B.A., Notre Dame of Maryland University;
M.A., Towson University

Kristin Richards (2012)
ATB Cohort Coordinator
B.S., Stevenson University

Heather Schuldt (2010)
Academic Evaluator and Advisor

B.S., Brigham Young University;
M.S., University of Phoenix

Ann Solan (2013)
Associate Dean, Business Programs
B.S., Nyack College;
M.B.A., Dowling College;
Ph.D., Regent University

John J. Tobin, Jr. (1994)
*Program Coordinator and Associate
Professor, Forensic Science*
A.A., Harford Community College;
B.S., University of Maryland, College Park;
M.S.F.S., The George Washington University;
Ph.D., University of Maryland, Baltimore

William Wellein (2014)
Senior Enrollment Counselor
B.S., University of Maryland, College Park

Nadene Vevea (2016)
*Chair and Associate Dean,
Communication Studies*
B.A., M.A., Minnesota State University;
Ph.D., North Dakota State University

Jinsong Zhang (2008)
*Senior Instructional Designer and
Adjunct Professor, Information
Systems*
B.A., M.A., Southwest Jiaotong University, China;
Ed.D., West Virginia University

Barbara Zirkin (2009)
Associate Dean, Distance Learning
B.A., Hunter College;
M.A., University of Rochester;
M.S., Ed.D., The Johns Hopkins University

Faculty

Cynthia Appleby (2014)
*Adjunct Instructor, Master's in
Teaching*

B.A., University of North Carolina - Asheville;
M.Ed., University of North Carolina - Chapel Hill

Trina Armstrong (2012)
*Adjunct Instructor, Healthcare
Management*
B.B.A., M.B.A., Loyola University, New Orleans

Wynne Aroom, RN (2010)
Adjunct Instructor, Nursing
BSN, Northeastern University;
M.S., University of Maryland

Lawrence Baird (2008)
*Adjunct Professor, Business
Administration*
B.A., Loyola University Maryland;
M.B.A., Walden University

Mary Bargteil (2010)
Adjunct Professor, English

B.A., M.F.A., University of Baltimore

Cary B. Barker (2006)
*Adjunct Instructor, Business and
Technology Management*
B.A., Shippensburg University;
M.S., Capitol College

Daniel Barnhart (2011)
Adjunct Professor, Psychology
A.A., Saint Leo University;
B.S., James Madison University;
M.A., Wake Forest University;
Ed.D., The George Washington University

Joyce K. Becker (1995)
Dean, Stevenson University Online
B.A., Notre Dame of Maryland University;
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Leeanne M. Bell McManus (2007)
*Associate Professor, Business
Communication*
B.A., University of Pittsburgh;
M.A., West Virginia University;
Ph.D., Duquesne University

David Belz (2011)
Adjunct Instructor, Management
B.A., Loyola University Maryland;
M.L.A., St. John's College of Maryland

Dona Benford, RN (2008)
Adjunct Instructor, Nursing
B.S., University of Maryland, Baltimore County;
M.A., University of Maryland, Baltimore

Christopher Biddle (2014)
Adjunct Professor, Criminal Justice
B.A., Western Connecticut State University;
M.A., The John Jay College of Criminal Justice;
Ph.D., North Central University

Noni L. Bodkin, RN (2005)
Adjunct Professor, Nursing
B.S., Indiana University;
M.S., University of Illinois, Chicago;
Ph.D., University of Michigan, Ann Arbor

Fred Bolt (2007)
Adjunct Instructor, Religion
A.A., Anderson College;
B.A., Southern Wesleyan University;
M.A., The Southern Baptist Theological Seminary

David Bradnick (2009)
Adjunct Instructor, Philosophy
B.S., Lee University;
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Jakie Brown, Jr. (1997)
*Assistant Professor, Information
Systems*
A.A., Community College of Baltimore County;
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Alexandria Browne (2016)
Adjunct Instructor, Forensic Studies
B.S., Bowie State University;

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Sharon Buchbinder (2011)
Program Coordinator and Adjunct Professor, Healthcare Management
A.A.S., Maria College;
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Jessica Bullock (2014)
Adjunct Instructor, Forensic Studies
B.S., University of Baltimore;
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Lynn Marie E. Bullock (2013)
Adjunct Professor, RNBS Nursing
B.S., Syracuse University;
M.S., Towson University;
DNP, The Johns Hopkins University

Damon L. Burman (2007)
Adjunct Professor, Forensic Sciences
B.S., West Virginia Wesleyan College;
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Katherine A. Buvolts (2017)
Adjunct Instructor, General Instruction
B.S., Houghton College;
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Beverly Bye, RN (2011)
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Chair and Professor, Information Systems
B.S., Northwestern University;
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Adjunct Professor, Stevenson University Online
B.A., Yale University;
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Adjunct Professor, Healthcare Management

B.S., State University of New York, Fredonia;
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Adjunct Instructor, Business Communication
B.A. University of North Florida;
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Adjunct Professor, Legal Studies
L.L.B., University of Benin, Nigeria;
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